

Informal Organization and Decision-Making  
in a Community College

By

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To my wife, Shirley, and  
children, Lisa and Robert

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Abstract of Dissertation Presented to the Graduate  
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INFORMAL ORGANIZATION AND DECISION-MAKING  
IN A COMMUNITY COLLEGE

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SYNOPSIS

The problem of this study was to examine the decision-making process of a selected collegially organized community college in Florida in terms of individual persons, groups, and major decisions. Major subproblems investigated were: (1) What major decisions were made in the selected college during the years 1948 through 1968? (2) Who were the individuals who participated in the process of decision-making? (3) What informal associations of individuals participated in these decisions? and (4) How did the decision-making process function?

### Friendships

An adaptation of the reputational and decision-analysis techniques for identifying decisions, influential, and groups was employed. Forty interviews were held with a cross-section of persons in the college. Three major decisions, twenty-seven influential, and several informal groups were identified from the responses given by the forty persons interviewed. Each of the twenty-seven college influential named by those or more persons was then interviewed to obtain personal data, their participation in decision-making, memberships in groups, and their assessment of other leaders. Going data from these interviews with leader was coded on each of six factors. Informal groups were identified using the data collected on close friendships, project friends, and other responses from interviewees. Three selected decisions were studied in depth to ascertain the influence and leadership patterns of those influential participating in them.

### Faculty

1. Wide sharing of leadership existed among members of the faculty of the college selected for this study. Of nearly 14 percent of the faculty and administration, over 42 percent were not top administrators of the college. Leadership was not confined to those persons holding top-paying administrative positions.

2. Among the administrative and non-administrative leaders of the college there was relative agreement upon the extent of influence held by the leaders themselves. The study showed a .48 correlation when the leadership rankings as given by key administrative leaders and by non-key administrative leaders was compared.

3. Informal groups were an important element in the social system through which decisions were made. Fifteen groups were identified including four friendship groups, two noncompetitive work groups, and nine other informal and social groups.

4. Formally organized groups were found to be important in the decision-making process. These formal groups included college committees, professional organizations, and college district organizations.

5. A study of the three selected decisions revealed that the process of decision-making and the number of leaders involved varied considerably according to the decision under consideration. One decision was found to have been made by four top administrative leaders of the college in concert with top leaders of the local school board. A second decision studied was made by an operative, broadly representative faculty committee which included over 80 percent of the leaders identified and other members of the faculty. Unlike the other two decisions, a third decision studied covered several years and involved eight groups and 92 percent of the college leaders.

4. Having apparent relationship to the collegial organization of the college, the study showed that relatively little opposition existed among the leaders with regard to project activity. Seventy-two critical choices were recorded for project friends as contrasted with twelve critical choices for project opponents.

## CHAPTER I INTRODUCTION

The process of decision-making in organizations has received much attention by authorities. However, the majority of the literature prior to the 1950's dealt with decision-making in the formal organization. Since the studies conducted at the Hawthorne Works of Western Electric Company (12,33) there has been a growing interest in the study of informal as well as formal organization in work related to the process of decision-making (8,10,31, 32).

A number of authorities recently have written about informal organization as a necessary part of the study of organization (4, 6, 10, 25, 27, 34). Griffiths stated,

Just as the shape of the formal organization is, in general, part of the situation which needs to be taken into consideration in making a decision, so also is the shape of the informal organization part of that same situation. Both are part of "the given" conditions of each problem. (22,228)

Much of the writing has been limited authoritative opinion based upon the research findings of fields other than education and observation in educational organizations at

levels other than the community college, the focus of this study. There has not been enough research in the field of education on the topic.

The informal organization has been found to have a number of functions within the decision-making process. Some of these are as follows:

1. Guiding the revision of the formal organization (33);
2. Communication (4, 18, 37, 38);
3. Influencing the process of decision-making in the formal organization (8, 38);
4. Providing solutions to problems not anticipated by the formal rules (14); and
5. Testing of decisions and development of ideas (28).

Each of these functions has been discussed and its importance established on the basis of studies conducted in fields outside education. Recognizing the significance of the findings, authorities on educational organizations have stated their belief in the applicability of findings from these studies to the field of education.

The focus of the present study was upon the identification of informal organization and decision-making in a community college. Consideration was given to the formal organization when it was directly involved in the decision-making process. This approach has been taken by the few researchers in education who have studied academic levels other than the community college (15, 20, 31).

### Statement of the Problem

The problem of this study was to examine the decision-making process of a selected community college in Florida in terms of influential persons, groups, and major decisions. The major subproblems investigated were:

1. What major decisions were made in the selected college during the years 1968-1972?
2. Who were the influential who participated in the process of decision-making?
3. What informal associations of influential participated in these decisions?
4. How did the decision-making process function?

### Delimitations

Constraints upon the study were as follows:

1. One community college was studied.
2. Emphasis was focused upon major decisions of the institution as perceived by the organizational leaders.
3. Decisions were studied within a three-year period.
4. Data were collected with the use of the lower-analysis technique adapted from Kahn and Rusbrough (1970).

### Limitations

The researcher was aware of the following limitations:

1. This study involved primarily persons within the selected college but also a few others in cases where there was evidence of direct participation in the decision-making process.
2. Because confidentiality was observed as a courtesy, both the individuals and the college were described in a restricted and an anonymous fashion.

3. Findings were applicable only to the organizations being studied at one point in time.
4. The limitations of an ex post facto exploratory field study were inherent in this study. They were as follows:
  - a. Statements of causal relations are much weaker than in experimental research;
  - b. Not a plethora of variables and variability;
  - c. Lack of precision in measurement of field variables; and
  - d. Practical weakness of sampling and time (14; 314, 1).

#### Need for the Study

A number of reasons existed for conducting the study. First, it is believed that an organization could be better known and understood by a study of its informal society (8; 121, 1). Second, the findings of research from other fields need to be validated within educational settings. Third, with only one exception (14), the studies which have been completed have been done in organizations other than the community college. Fourth, it was of particular interest to the researcher to study an educational organization acted for its collegial organization and operation. Fifth, practical usefulness was seen in the personal value to the researcher. Sixth, the findings of studies of this nature should be of general value to practicing administrators. Each of these reasons will be explored briefly in the following paragraphs.

The total organization consists of both a formal and an informal organization (1). Formal organizational



charts provide one view into the manner of organization for decision-making within. Studies of the informants in an organization constitute another vantage point. There is no organization which is without its informal organization (33, 34, 42). Bernard commented,

. . . One will hear repeatedly that you can't understand an organization or how it works from its organization chart, its charter, rules and regulations, nor from looking at its even watching its personnel. "Learning the organization ropes" in most organizations is actually learning who's who, what's what, and why's why of its informal society. (34: 131, 35)

Kohrer and Sharif also stated a similar belief about informal organizations (35: 140).

Bernard mentioned as one of four principal errors a "disregard of the fact and necessity of informal organization" (3: 188). It was therefore concluded that these kinds of studies needed to be done in order to better know and utilize the real educational organization in decision-making.

Research has been conducted on informal organizations for decision-making in many settings outside education (4, 32, 43). Nevertheless, the area is still rich for further study (4). Some educators have recognized this claim and have noted the dearth of such studies (35, 44). It seems quite reasonable that similar studies in education can contribute substantially to the data which will be acceptable by educators.

Studies of informal organization have been conducted at several levels of education (11, 25, 33). Except for one limited area study (41) however, the community college has not been among these. This study, then, was among the first, in terms of available information, to investigate the informal organization and decision-making in a community college. It was believed that acceptance of previous findings by community college administrators might well hinge upon similar studies at this level of education.

Educational institutions have been traditionally organized as bureaucratic institutions. The four educational institutions which have been studied--an elementary school, two junior high schools, and a university -- seem to have been organized in the characteristic manner. By way of contrast, the community college selected for this study has been organized on the basis of a collegial model. A very strong commitment to and operation in terms of this model were expected to produce findings somewhat different from those obtained in the more bureaucratically organized and operated schools. For this reason the study was believed to be of value in providing new insights into informal organization.

A practical outcome was expected to accrue for the researcher. Because of a continuing interest in the topic of informal organizations and a desire to make use of the

techniques available. It was hoped that the ability would be developed for identification of informal leaders and groups in the decision-making process. As a college administrator, knowledge and skill in this area seemed to be desirable, if not imperative.

### Assumptions

For the purposes of this study the assumptions were made that:

1. The procedures which have been employed by a number of other studies would achieve the objectives of this study.
2. In all organizations there are identifiable persons who exercise influence in the decision-making process.
3. Those interviewed would be knowledgeable members of the college and willing to identify leaders; and
4. The community college selected for this study was being operated according to a pluralistic, collegial model.

### Definitions of Terms

Career service personnel -- Persons employed by the selected college other than those holding professional certificates issued by the State Board of Education.

Community college -- A post high school educational organization offering vocational, technical, college parallel, and adult and continuing education programs.

Decision-making process -- The action of and among individuals and groups by which topics of concern are considered and a decision rendered.

Faculty -- All college personnel with professional

certification including teachers, administrators, counselors, and auxiliary personnel such as librarians.

Formal group -- The association among members of the organization according to procedures and purposes of the formal organization.

Formal organization -- The organization of the college which has been formally structured by legitimate authority for the purposes of decision-making and implementation of decisions.

Influence -- The relative degree of attributed capacity or ability to affect the decision-making process on selected or all major decisions in the college.

Influential -- A person in the college to whom an interviewee attributed a relatively high degree of influence by other persons in the organization. In this study, the term referred to a person named by three or more of those persons interviewed with interview guide 1. Subclassifications which were used were: (I) key influential, (II) top influential, (III) influential, and (IV) lesser influential.

Informal group -- Sometimes called an informal organization, it has the following characteristics:

- (1) Each member of the group is able to interact with every other member of the group.
- (2) The group develops its own structure and organization.

- (3) The group selects its own leader or leaders.
- (4) The group has been voluntarily formed to achieve certain common tasks, goals, and purposes; and
- (5) It does not have an officially prescribed hierarchical structure. (48: 138).

**Issue-analysis technique** -- An interview technique for determining influential based on the involvement of individuals and groups in selected college decisions and/or issues.

**Managerial-bureaucratic** -- A pyramidal, hierarchical organizational structure, in which all power for making decisions flows from superordinates to subordinates. (49: 14).

**Collegial (or pluralistic)** -- a modification of the managerial-bureaucratic concept, providing for a pluralistic sharing of power to make policy and program decisions on a collegial basis. Under this concept the organization is structured hierarchically, as in Weber's bureaucracy, to implement programs and policies, and is structured collegially on an egalitarian basis for making policy and program decisions. (45: 104).

**Reputational technique** -- A method for determining college influential based on reputed influence or power as determined by nominations of others within the organization.

#### Procedures

The design employed in this study was an adaptation of those used in studies of campus leadership (7, 32, 39,

33, 40) and of organizations (35, 36). A case study of the decision-making process was made in a selected community college. The college studied was selected because of its proximity to the campus of the University of Florida and the widespread opinion that the administration attempted to operate within the sociological concept of organization. Most of the studies of decision-making in education were based upon analyses of bureaucratic organizations. The procedures followed in making the case study are described in the following sections.

#### The Initial Interviews

Included in the first phase of the collection of data were interviews with any persons in the selected college to discover the decisions (and issues) perceived to be very important, to identify the leaders believed to be most influential in decision-making, and to discover groups deemed to be important in the college. Over forty personal interviews were conducted with numerous officials and members of the faculty of the selected college. Since the college was located on multiple campuses, the writer included a sufficient number of persons on each campus to assure representation of each campus in the interviews. Included in these interviews were a member of the board of trustees, the president and his top level, central office assistants and deans, division directors, campus directors, members of the faculty, students, and various service personnel. A detailed breakdown of the persons interviewed is included in Appendix A.

Interview Guide A was used for these initial interviews. Other adaptations of this instrument have been used in a number of research projects and studies (7, 12, 34, 38). A copy of the instrument is included as Appendix B of this Dissertation. The reader will note that the Interview Guide was designed to obtain the three kinds of data noted previously. First, data were obtained about the decisions and issues for a three-year period. Second, the names of persons in the college deemed by respondents to be influential in these decisions were recorded. Finally, persons were asked to identify groups of leaders who worked together in influencing decisions.

#### Collecting Data About the Decision-Making Process

Interview Guide B (see Appendix C) was used in the study to interview those persons named by three or more persons as influential in the decisions identified. This instrument was designed to study the decision-making process and to establish measures of relative influence among leaders in the process.

Information obtained in the initial interviews with Interview Guide A was used as described Interview Guide B. For example, the names of persons named by three or more persons as influential were listed in Interview Guide B. Three of the decisions named most frequently in initial interviews were selected.

Each person named by three or more persons as influential in the initial interviews was interviewed through the use of Interview Guide B.

The college leaders were each asked to provide personal information about themselves. Such characteristics as age, number of children, and marital status were among these. Other information was solicited about professional activity of each person such as the highest degree held, organizational memberships, and present and former positions. The participation of each college leader in organizations of the college district was a third type of personal data requested. Categories used for this collection included, among others, political, religious, and civic.

Collection of Information on Selected Decisions of the College. -- As mentioned previously, three decisions were studied. These decisions were selected because of their being mentioned most frequently by the sample of forty persons who were interviewed with Interview Guide A mentioned earlier. The three decisions were: (1) the selection of two deans for academic affairs, (2) the decision to return a high school vocational program back to the local county school board, and (3) the decision for and subsequent implementation of a house/ward type organization for the faculty. For the decisions studied questions were asked of each leader to determine the position he took on each one, contacts made, and the manner in which the decision was rendered. Typical questions were: What person or persons took leadership in the selection of these persons? What was your position on this decision? With which leaders did



you work closely on this design. Other participants' comments by the college leaders have often given and found to be very helpful.

Ranking of leader influence and collection of biographic data. -- Each of the twenty-seven persons who had received three or more nominations in the initial group of interviews with Interview Guide A was asked to assess the relative influence in the college of the leaders on the list. A five-point nominal scale was provided for this purpose. These five categories ranged from "exceptionally strong college-wide influence" to "little special area or college-wide influence" (see Appendix C). Occasionally the respondent felt that he could not decide upon the category in which to place the leader. In such instances, he was invited to leave the space blank. Other persons expressed ambivalence about which of the two categories to place a person. In such cases, the researcher encouraged the respondent to record the lower of the two categories.

Other information was requested concerning each leader on the list mentioned above. Specific questions were asked about friendship ties, associations on projects, and leadership ties within the college district. Typical questions included the following: Which of the persons do you feel you could count on most for support if you are interested in pursuing across a college-wide project? Which persons have influence with college district leaders or state leaders through which they can get things done for the college? Which persons on the list do you consider as close friends?

### Collection of Supplementary Information about Decision-

Making -- Other data were sought from the college leaders pertaining to the decision-making process in the selected college. As can be seen in Interview Guide B, Appendix C, questions were asked about their activity with regard to a project of particular interest to them, the leadership exerted by individual board members and by the board as a whole, and the role of the president in decision-making. The questions were phrased so that the respondents would, hopefully, feel free to provide as much information as he wished to provide. The data collected from these questions were beneficial in later interpretation of roles, relationships, and activities discussed in regard to decision-making in the college. Documentary evidence, e.g., minutes of board meetings, was also used in studying the decisions.

### Analysis of Data

For this study it was felt that knowledge of the personal characteristics of the leaders would be helpful in interpretation of the total situation in which the decisions were made. The data were, therefore, summarized by characteristic (see Table 12). In most cases the data were analyzed by one and by level of responsibility (key administrators, directors, and faculty). Portions of Chapter IV contain narrative material based upon the charts mentioned above. The categorization of personal data

used in the study were: sex, age, number of years in the college, number of years in education, and educational level, among others.

Analysis of Data on Decision-Making. -- Each of the three decisions studied was described in Chapter VI of this study using primarily the data collected as described previously. Other secondary sources of data were used such as minutes of meetings and publications of the college. The events leading up to and related to the decisions were presented in narrative form and in chronological order. Chapter VI contains a description of the decisions with regard to specific actions of the leaders in the decision-making process. Also discussed were rules, activities, and relationships of formal and informal groups of leaders who participated in the decision-making process.

#### Analysis of Data on Leader Influence

Six factors were used as indications of college leadership. The leaders were ranked based on the raw data for each factor. The first factor was the number of times a leader was named by the forty persons interviewed with Interview Guide A (see Appendices A and B). The second factor, name column placement, will be described in the following paragraph.

As indicated previously, each nominated leader was rated on the scale ranging from "extremely strong college-wide influence" to "little special area or college-wide influence" (see Appendix C). Each of

these categories was assigned a value ranging from five down to one, respectively. An average placement was then calculated for each leader as an indication of his reputation for leadership in the college. This score was then used as one of six factors for the determination of final ranking of the leaders.

The four other factors used for assessing college leadership were: college-wide influence; college district ties with agencies; college division ties with leadership and committee activities in the college. Further these, college-wide influence, was derived from a combination of the first two categories of the nominal scale discussed above (see Appendix C). For the college district ties with agencies and with leaders, two other factors, each leader was ranked in terms of the number of times he was assigned by the respondents. A sixth factor, committee activity, will be described below.

Committee activity was formulated by first assigning points to five categories of college committees. Values ranged from five to one as follows:

Five points -- Review and Faculty Steering  
Committee

Four points -- college-wide standing committees

Three points -- other standing committees  
and subcommittees

Two points -- ad hoc committees

One point -- special assistance to a committee,  
e.g. Research, special expertise shared  
(by a member)

The participation of each college leader was determined for each category. This score was then multiplied by the value of the category to arrive at a value for the participation in that classification. A leader's final score for Factor six was derived by summing the values for each category listed above. Each having a score for committee activity, the leaders were then ranked from highest to lowest on that basis. The ranking in this factor was then compared with the rankings on each of the other five factors.

An average was next taken of the rankings of the six factors for each college leader. The resulting value was used as a criterion for determining a final placement for each leader.

#### Correlations of Perceptions of Leadership

For purposes of analysis, the reputation for leadership of each of the twenty-seven leaders was computed according to the reputation held (i) by the key administrators who were also leaders and (ii) by the other leaders of the college. The purpose of this analysis was to determine whether there was agreement between the perceptions of the two sub-groups of leaders as to the relative degree of influence by reputation possessed by the college leaders. A grand score was computed for each leader for each of the two subgroups -- key administrators and other leaders -- by calculating his mean column placement (see Appendix C)

by the two groups of persons. These two sets of scores for the leaders were then correlated using the Spearman Rank Order Correlation.

### Organization of the Study by Chapters

Chapter I is an introduction to the study. The problem is described with definitions, limitations, need for the study, and assumptions. Terms are defined and then procedures and analyses are described.

Chapter II contains a review of the literature bearing upon this study. Reviews of studies of decision-making and leadership both outside the field of education and in the field are presented. Methodology for studies of leadership and decision-making follows.

Chapter III deals with the setting of the study. The selected community college is described in terms of its organization, administrative structure, and college district relationships and characteristics, among other considerations.

In Chapter IV the data on leadership in the college is presented. A discussion of six factors used to rank the twenty-seven leaders is held. Major characteristics of the leaders are also presented.

Chapter V is a display of the data on groups of leaders in the college. Formal groups are first described for the reader. Stable informal and social groups as well as friendship and project groups are discussed.

Chapter VI contains a discussion of major college-wide decisions. Three selected decisions are summarized briefly and studied for dynamics. Each one of the three decisions is analyzed for roles, relationships, and activities of the leaders and groups.

Chapter VII, the final chapter, contains a summary of the findings of the study. Conclusions drawn from the findings are then presented for the reader's consideration. Finally, implications of the study for the practice of administration are set forth.

## CHAPTER II

### REVIEW OF THE LITERATURE

The review of the literature for this study is organized in the chapter under two sections -- content and methodology. The first section, dealing with content is presented in two parts: (1) related literature outside the field of education and (2) related literature within education with particular emphasis on public schools and higher education.

The consideration of methodology brings together literature leading up to the methodology employed in this study. Four major methods of studying leadership are reviewed: positional, sociological, reputational, and biographical. In addition, a number of recent studies since the early 1940's concerning approaches is presented as support for the approach taken in this investigation.

#### Related Studies

##### Studies Outside Education

Commenting on the research which has been done Bernard stated,

Informal organizations or associated with formal organization, though often understood intuitively by managers,



politicians, and other organization entities, have only been definitely studied, so far as I know, at the production level of industrial organizations. (9, 10, 2)

His comment pertained most directly to the studies at the Hawthorne Works of Western Electric Company (11).

In spite of this earlier assessment, Daft (12) noted an increasing concern for the subject of informal organizations since the publication of the aforementioned studies. He pointed out, however, that the definitions of informal organizations have changed considerably as information has increased. Further, he observed that by 1933 Simon (13) believed informal organizations definitely influenced the decisions of organizations (14).

In discussing formal organizations Elias and Scott stated,

Many empirical studies demonstrate that friendship networks, unofficial exchange systems, and "natural leaders" serve to modify the formal arrangements. (15, 16)

Critiquing Weber for his concentration on the official, formal organizations, they expressed the belief that the informal patterns are "the most dynamic aspects of formal organizations" (17, 18).

Hollingsworth's research focused upon the following: (1) the leader's perceptions of the existence and the extension of the informal organizations, (2) his perceived degree of control over the informal organization, and (3) whether he perceived himself as a member of the

informal organizations within his work group. He found a demonstration of an association between an accurate perception of the informal organization and a high level of formal effectiveness. The conclusion was made that in regard to the public utility company studied, an awareness of the informal organization was associated with a highly effective leader (24).

Bass and Stogdill, summarizing progress of research in this area, stated that early research in Hawthorne treated workers as independent units and ignored the social relations among them. The significance of human work such as that of Mayo and Lippitt which followed was the emphasis on the significance of human relations on the job for work satisfaction and productivity (19, 25).

A series of classic studies of the human effect of work and working conditions was conducted at the Hawthorne Works of Western Electric Company in Chicago from 1927 - 1933. Tests conducted in the Relay Assembly Room and the Bank Wiring Room are the most widely written about because of their findings about the socio-psychological factors in organizations. The Relay Assembly Room was physically separated from a department of the company by means of a line partition. Six girls were used as subjects for the study. Their job was to assemble telephone relays to be used by the Bell Telephone System. A labor study was conducted in the Bank Wiring Observation Room. The idea

male subjects in the experiment were removed from their regular working quarters to a separate special room for the duration of the study. A vertical section of a department was represented in this particular study. Findings from these two studies revealed that increased productivity was a function of improved human relations. The entire social situations were altered in ways that fostered friendly relations among workers. The supervision of workers was even taken over by the researchers themselves who were informal and non-directive with the workers, unlike their earlier supervision. After a time some uniformities in behavior of the participants were observed. These behaviors were somewhat in contrast to that prescribed by the formal organization. Informal relations and organized patterns of conduct were apparent among the members of the groups. For example, both the groups of the Baling Assembly Test Room and the Bank Wiring Room evidenced social organization within the formal organization of the plant (21).

In a study of the informal organization of a mental hospital, Fromm and his associates collected data both on patients and staff. Collecting his data by being a participant observer, he found regarding the patients that the group structure that developed among the patients was a means for "playing" a variety of social roles and supplied social support. Because of unawareness of this structure by leaders of the formal organization, the patients

tended to turn inward and associate themselves further from the formal organization. Further, in respect to the staff, the study showed that informal as well as formal rank were related to participation in staff conferences. With regard to formal position, senior doctors tended to participate most in the discussions concerning patients, residents were next highest, and nurses and auxiliary workers participated least. Informal status rankings had an analogous effect on participation: the amount of participation of the various residents was directly associated with their competence as evaluated by their seniors and previously with the respect they enjoyed among their colleagues (18: 80).

Eller discussed the emphasis of recent students of organization on the importance of these unofficial factors such as informal relations. He stated that,

... (T)his concept has greatly influenced recent research in factories and other organizations, but the crucial insight has hardly been exploited. (18: 1,2)

Informal groupings have been identified in many settings, including the political arena. Griffiths noted that such the same pattern has been found there as elsewhere, further evidence of the universality of informal groupings (13: 80, 1).

Informal groups and decision-making in the United States House of Representatives was studied by Warren E. Miller. He investigated the problems of information-seeking and the methods and sources which congressmen employ to gain information. Research was placed on

the roles which informal interactions within and between these groups play in the processes of individual and collective decision-making. The research showed, among other things, (i) that congressmen depend on those committee members who tend to share their own attitudinal predispositions and whom they know fairly well and (ii) that closeness of the ties between committee members and various visit party delegations and other informal groups influences the nature of committee output and the bargaining strategies pursued on the floor (44: 468A).

Thompson observed that,

. . . in recent years, social scientists have pointed out the limiting nature to which individuals are regulated and coordinated by the informal groups of which they are members. Values and reality perceptions are shaped by members of informal groups, and deviant tendencies are held in check by the informal activities of the group. (44: 483, 4)

Argyris, after an examination of a large sample of existing management literature, concluded,

. . . many managers diagnose the informal behavior as "bad." Taking their actions as a logic of formal organization, they try to neutralize or do away with the informal behavior through directive leadership, management controls, and periodic human relations programs. An analysis of these programs suggests that they tend only to "disembed the values" that the formal organization is committing every minute, every hour of the day, because they tend to increase the employees' feelings of dependence, submission, and subordination. (4, 331, 3)

A second conclusion Pilon or strongly followed is that "in every formal organization . . . lie the roots of disorganization. The process of disorganization is partially inhibited by the informal organization" (46: 111).

Commenting on the available research, Jergens noted that it

. . . suggests that, basically, all human behavior in an organization is decided by any one or a combination of individual factors, small informal group factors, . . . and formal organizational factors. (46: 7)

The second factor noted above, small informal group factors, is pertinent to the present study.

#### Studies in Educational Organizations

Studies in education, although increasing in the last decade, comprise a smaller group than those in industry and elsewhere. Campbell noted,

(Since the end of the war world War II) there has been a substantial increase in academic research about what is now commonly called the "power structure." . . . (Where have been, in fact, a number of studies of the government of education (schools) . . . analyses tend to find that the crucial decisions about education are made by a small group of leading community figures in cooperation with professional education. (46: 104)

While the existence of many studies on assembly power structures must be acknowledged and will be briefly indicated as regard to methodology, no attempt will be made to review them here.

In 1940 Greffrath stated,

Research on the formation of informal groups in the public schools has not been extensive. In fact, the topic is barely discussed in school administration texts. (24: 349)

Later, in 1943, he said, "no description of the informal organizations [is] of sufficient length to enable one to understand it" (25: 225).

Further in the same book he concluded,

Unfortunately, much of the research which has contributed to our present knowledge of informal organizations is of recent date. This is particularly true in the area of educational administration; here, where only two studies of informal organization have been completed. (25: 287)

Reviewing studies to date (1942) Greffrath listed several generalizations for administrators to keep in mind while working with their organizations. They were as follows:

1. The school is an organization which has informal as well as formal aspects of behavior and systems of relations' change.
2. The informal organization has a definite structure containing subdivisions which persist over time. In the case of the school, its basic structure continues with little change from one academic year to another.
3. The customary network of relationship, cliques, groups, pairs, etc., comprising the informal organization of the school is related to the formal patterns of behavior and interactions mandated by the formal organization.

4. The system of behavior and relationship shapes in the informal organization complement, supplement, and modify the system of behavior prescribed by the formal organization . . .
5. Formal and informal organizations alike are vehicles by which the goals of individuals are both actualized and frustrated.
6. The informal organization provides a kind of proving ground on which limited conflicts and adjustments of interests as well as trial-and-error learning can take place with a minimum of disturbance to the operations of the total institution. The maximum use of these functions of informal organizations will be available to the administrator. (20- 21)

In another book, Griffiths observed that the studies by Berjos and Tannenbaum showed,

(W)here are groupings among teachers which maintain themselves over a long period of time. They have traced characteristics of small groups and generally found each at least one strong bond. (20- 21, 2)

The study by Insautons in 1938, noted above, focused upon the social system of an elementary school utilizing Rosen's model. The researcher successfully identified the informal organization and found that it was able to exert strong influence in matters concerning critical school policy issues. The following hypotheses were substantiated in his study:

1. The faculty of a school is a social system with sub-groups having members who interact in a free willing and bold manner



relationships or attitudes, among which are attitudes or attitudes concerning administrative decisions.

2. Where the formal organization of the school does not respond to age-like communications in a way satisfactory to those who initiate such communications, the informal system will be used to an attempt to obtain the satisfactory response. (10: 138)

In 1930 Koff investigated the relationship between the language of the peer-oriented, informal social system, and that of the institutional adult-oriented, formal social system, as the attitudes of behavior of elementary school boys. A major finding was that boys in the elementary school . . . are aware of elements of an informal social system developing within the generalized peer culture of the total school population. This awareness was found to increase as a function of grade in school (9: 1271A).

Hooley studied an elementary school to determine (I) the relationship between teacher informal group membership and the expectations teachers hold for students, and (II) the relationship between achievement levels of schools and the expectations of teachers within those schools. Using a sociometric instrument developed for use in identifying the informal groups residing within the school, the researcher identified within the fourteen schools forty-five informal groups. The principal

conclusions related ~~primarily~~ of her research design were: (1) that in ~~effective~~ ~~existing~~ informal groups and not under teacher supervision, ~~exceptional~~ student achievement to be different from the ~~experiences~~ of the total faculty, and (2) current methods of structuring and determining attitude differences of teacher informal groups appear to be as inadequate as in many cases in business and industry (44, 27124).

One study, conducted on the junior high level by Flaming, attempted to identify and compare the decision-making processes of two junior high schools. Data gathered through observation and personal interviews with teachers and groups of administrators revealed that the informal leaders and groups were actively engaged in attempting to change, modify, or circumvent formal discipline policy. Numerous patterns for exerting informal influence on leaders of the formal organizations were found. Secondly, certain faculty members in both schools were reported to be able to influence and guide phases of school operations even though they were not formal vicarious leaders. Thirdly, stable informal groupings, often called "cliques," were found and active in both schools (45- 424).

Although, using as illustrations studies by Jameson, Flaming, and himself, summarized as follows:

Informal influence structure . . . is often a source of power in initiating important actions through the formal organization. The informal groups often generate enough power to bring about

significant changes in the nature of formal organization itself. Thus it would be feasible to view the formal organization as reacting to the impact of the informal organization in each instance. Consequently, the most productive research effort in the future will be based upon the assumption that a functioning organization encompasses both formal and informal decision-making and executive activity. The functioning school administrator will start with an analysis of what he finds the functioning organization to be and not with an organizational chart that may only remotely resemble the actual pattern. (37, 254)

Two studies have been done on the high school level, one in 1979. The first by Calahan, reported by Blau and Scott, revealed that the student prestige structure

. . . tends to conflict with the academic goals of the formal organization. In most of the schools included in the study, the peer group awarded students for their achievements in athletics and in other extracurricular activities with high prestige, while achievement in academic areas earned a student far less prestige, if any. (18, 82, 1)

The 1979 study by Worchala focused on the power relationships found in selected high schools. He sought to determine how teachers perceived: (1) the power structure in a high school and (2) the power of the department chairman. One major conclusion relative to that study was that the power structure of the school was predisposed by the nature of district administration. Interpersonal relationships with the school, however, were found to modify the pattern. (19: 4437A).

From the available sources it appeared that even less research has been done in higher education than in the public schools. DELBERT C. MILLER studied the power structure of a university town in 1941 and found that the university contained a very high leadership reserve. It was well-represented in community affairs by university officials, but the family members were underrepresented (43: 481).

In a study by McCabe concerning the influence structures in various nations in six junior colleges, four dimensions were used: communication, influence, attributed influence and authority. The third, attributed influence, is of interest in the present study. McCabe stated, among other conclusions, that "the attributed influence dimension offered an indication of the perceptions of influence by the members of the system" (44: 143).

Another study titled "The Informal Organization in a State College" sought to analyze and identify the influence structure in a state-supported college. The researchers, however, focused upon the formal organization and, consequently, did not identify an informal organization (45: 81).

The study by Cook most directly related to the present investigation focused on the following questions concerning the multipurpose university: (1) Who are the family

differentials in the organizational system and what are their characteristics. (2) Does the group differ substantially from the formal hierarchy, and (3) how does the decision-making process function? Conclusions closely related to this study were: (i) the leaders identified occupied all levels of rank within the university hierarchy, and (ii) The decision-making process appeared to rest between the top-level administration, which was the key and central element, the leaders of the SMT and the integral leaders, with all elements exercising leadership through the agents and various organizations to achieve desired goals (pp. 3, 104, 111).

#### Methodological Considerations

The discussion of literature relating to the methodology employed in the study will be guided by the historical development of principal techniques for identification of differentials. These methods to be considered in the review will be the positional, sociological, reputational, decision-analysis, and combined approaches. The combination approach as exemplified in the adaptation of the reputational and decision-analysis techniques used by Kilmough and Jatta (12, 18, 17) and used for this study will be a major focus.

#### Positional Method

Prior to the 1950's, the positional approach was believed to be the appropriate technique for the

identifications of leaders. Studies by the Lyell (46) and others popularized this methodology which simply involved the identification of those persons holding status positions. The studies centered around the activities and associations of these persons. Cook described them in this manner;

. . . These studies that were being done appeared to concentrate on identifying common practices, duties of officers, administrative practices, and the like. (13: 5)

### Sociological Methods

Sociologists employ a number of related types of data collection in their research studies. Among these methods the primary ones are the following or variations thereof: recall, participant observer, nonparticipant observer, and unaided observer (17). The first two types of methods are more closely related to the present study than the other two. All four will be discussed, however, with more emphasis upon recall and participant observation.

The recall methodology includes the use of both interviews and questionnaires for data collection. The observer either recalls his own experience or asks other persons to do so. The interview, as used by Flemery (48), Wagers (49,51), and others, requests from persons their recall of observations of behavior. When unaided observers record their impressions of a situation the

method involves the use of the questionnaire, the second variation of recall. Lewis studied social perception and semantic choice among questionnaires (20). Heston and Krasberg's study of an electrical equipment company combined both the questionnaire and the interview for their data collection (21).

Participant observers, a second approach, take active part in the life of the group during the observation period. This methodology was used by Hoffman in his study of a mental hospital in Washington, D.C. (22). Myer also conducted his study of the Horton Street Gang as a participant-observer (23). A study of the social system of an elementary school was made by Innascone (24). In addition to interviews with faculty members, the researcher joined in informal group activities, attended meetings, and consulted with faculty members in school over a period of several months.

A classic study using observer methodology was conducted by Northrup and Richman of the Hawthorne Observations Room of the Hawthorne Works of General Electric Company, Chicago, in 1921 and 1922. The purpose of the study was to inform industrial management of the sources of employee satisfaction or dissatisfaction. Although both interviewers and observers were used, the interviewers remained as outsiders and collected data in private interviews with the employees. The observer,

however, wearing a unidirectional spotlights and spent each day with the men during the six months of the study. He took records of output and quality of work twice daily. He was friendly with the men but did not participate in their activities. In the sense of being accepted as a member of the group it might be said that he was part of the informal organization and life of the workers (33).

Although the following two methods were not utilized in the present study, they are worthy of mention in this review of sociological methods. One of them, nonparticipant adult observers, has been used in child studies over the years. One such social-psychological study by Lippitt and White with groups of eleven-year-old children used several types of observers, each collecting a different type of data, in each of four groups of children (47: 18). These observers, a fourth type, have also been used in sociological studies. The observers are concealed by the use of such means as screens and two-way mirrors. Some subjects are aware that they are being observed, others are not.

#### Reputational Technique

In the early 1950's Banton (34) popularized the reputational technique with his study of Regional City. The approach is that of asking key persons to nominate those persons having a reputation for power. The individuals nominated then rank all the others, including themselves, according to the degree of reputed power possessed. A



select group of leaders in this way identified. Other sociologists such as Volney Davis have employed the method in studies.

Robbins and Jones commented regarding this method,

The organizations on which administrations, as a profession, focuses its attention are in many respects smaller, more manageable, and perhaps slightly less complex than the vast network of organizations further sought to penetrate. In this respect, they were particularly well suited to observation and experimentation for research. (21: 113)

Wilbert C. Miller, who studied decision-making cliques in community power structures in an American and an English city, employed the reputational technique. The findings of his research were as follows:

[They] show evidence of group patterns but not a rigid clique structure with specific clique leaders. However, on certain issues a high degree of clique solidarity is evidenced . . . (42: 361)

The reputational method has not been without its critics, however. Woldinger, for example, claimed three weaknesses for the method:

(1) There is no way to assess the relative power of top-ranked individuals compared to presumably less powerful persons without making unwarranted assumptions;

(2) Identification of leaders is not an adequate description of a political system; and

(3) The reputational method assumes a static distribution of power. (43: 134)

in response to such criticism, and neither Stankovic and Erickson answered in defense. After having studied new Easternern and Russian communions, their data suggest that the technique provides a measure of perceived general influence apart from status, that it is reliable over time, and that at least sociometric leaders among those classed as general influentials are deeply involved in the decision-making process. They summarized:

The differences between the findings of Wozinger, Pinsky, Dahl, and those reported here and elsewhere by Miller and others, may be a matter of methodology, or of the structural variables contained . . . above or of the differences in the theoretical assumptions concerning the phenomenon of influence itself. The question seems to us to be not whether to abandon this technique in favor of some alternative . . . but . . . to find out under what conditions each technique provides the most fruitful approach to the study of community decision-making, and eventually how to assimilate those techniques into a broader methodological scheme. (1963: 373, 4)

### Decision-Analysis Technique

The political scientists have employed the third technique, the decision-analysis method. Centering their attention upon actual behavior in regard to issues, they claimed that more actual leaders will be identified as contrasted with those with reputations for power. Dahl's (1957) study of New Haven represents a classic example of the employment of this technique. Aggar and Brown (1), among

theory and method, respectively. In his critique of the ruling elite model which is defined as the approach of the political scientists, and in reply to the sociologists:

I do not see how anyone can suppose that he has established the decisions of a specific group in a community or a nation without having his analysis on the careful examination of a series of concrete decisions. And these decisions must either constitute the universe or a fair sample from the universe of key political decisions taken in the political system. (11: 464)

### Combined Approaches

Following the studies by Easton (18,12), Fieshau (10), and others using combinations of techniques, there has been an increasing interest in the use of several combined approaches to the study of power and decision-making. For example, Farson studied community power in a dormitory city utilizing the political, organizational, and social analysis approaches. Using a comprehensive design he reported "apparent success in dealing with authoritarianism" of the methods (12: 418a).

Criticizing both the sociologists and the political scientists, Bachrach and Baratz argued for a new approach, also a combination of methods. They contended for:

(1) Beginning by investigating the particular "mobilization of bias" in the institution under scrutiny, e.g., values.

(2) Making a careful inquiry into which persons or groups, if any, gain from the existing bias and which, if any, are disadvantaged by it.

(3) Investigating the dynamics of  
non-decision-making, and

(4) Analyzing participation in decision-  
making at individual levels. (2: 132)

Schuler and Stuckert studied Tzibia, a middle-  
sized Hebrew town community, with a combined approach --  
position and reputation. They concluded as follows:

The composition of the community's  
power elite, as defined by reputation,  
differs significantly from that  
defined on the basis of reputational  
positions. (3: 188)

Their generalizations supported:

(1) The advisability of studying a town  
community's power structure from at  
least two methodological perspectives --  
that based on position and that on reputation.  
(3: 194)

A comparative analysis was made of these approaches --  
position, reputation, and participation in action programs.  
Convergence in identification of the same group of  
leaders was noted. The researchers suggested that,  
especially in regard to the reputational and decision-  
analysis techniques, "no one method is adequate alone  
and future researchers should utilize multiple methods"  
(3: 193).

French also used the same three methods in his  
investigation of Tzibia. Based on his experience, he  
stated that the reputational approach alone is inadequate  
for locating all participants in community decision-making.  
It was most effective in regard to the estimation of the  
relative influence of individual persons. He stated:

drawn together has observed between the leadership discovered by the reputational-possitional approach and that found by the decisional approach. Indeed, in Gersung's the decisional technique revealed only lower-ranking participants beyond those discovered by the other methods. (22: 818)

These conclusions seem to be in agreement with those of other writers who have found overlap in the leadership structure (8, 9).

While most of the studies which have been cited here dealt with community power structures, there have been some which concerned themselves with organizations. Sampert, for example, has studied the organizational power in an administrative performance system. His study utilized multiple techniques as suggested by the other studies of community power. He commented: "organizational power structure can be assessed by a multiple procedure methodological approach" (22: 455A).

Although some variation in the combinations may be noted among the studies reviewed, by and large, the studies after 1967, in terms of available information, have centered upon the use of a combination of the decision-analysis and reputational approaches. Here, as before, the studies were primarily dealing with the study of communities. One study by Cook, however, used techniques developed by Kimbrough and Jahn (22, 26, 27) and applied them to the study of the decision-making process of a formal organization -- a multicounty. Cook concluded:

Other techniques are applicable and productive when applied to a formal organization. Also, it appears that the method used, or some similar method, is most appropriate for determining the process by which decisions are made. Any procedure which traces along only formal lines, even in a formal institution, appears bound to arrive at nebulous, or worse, misleading results. (18. 122)

Studies of several communities have used the combined approaches discussed above. Robert C. Miller studied a university team. Flackship investigated two small New York communities. He concluded:

There is considerable overlap in the results produced by our two measures of power in Flackship and West Valley and in that some leadership may be said to be homogeneous; reputation and action join. (4. 124)

Allegrezza (2), Bartholomew (7), Clasen (12), Gansky (14), Kerr (15), Lambert (16), and Salfert (18), all have followed the methodology which combines the best features of each method. The successful use of the multiple approaches by these researchers strongly influenced the choice of methodology for this study of the community college.

## CHAPTER III

### THE SETTING

The setting of the community college in which the study of decision-making and individual organization was conducted will be described in this chapter. Fifteen areas will be used throughout the thesis. Philosophical developments, governance and administration, and local college district demographic characteristics will be presented. A description of the ecological model which functions as an important facet of the decision-making process will be sketched for purposes of greater understanding necessary for later chapters. Distinguishing characteristics of the college such as its philosophy, student population, faculty, and curricula will also be considered.

Elaine Davis Community College was established by the legislature of the state in the mid-sixties, and by the next fall opened its doors as a public community college, one of nearly three across the statewide system. The college serves a college district which includes two counties: Crystal and Hill. Crystal County, the smaller of the two, is served by a senior

located at Elmhurst, just north of Chicago, with 25,000 students which enables students to attend two educational centers in Hall County. The major campus of the college is located in the city of Amesbury, county seat of Hall County, and a large urban area. The college has become a center of community-focused training and interest during the few years of its existence.

#### GOVERNANCE AND ADMINISTRATION OF THE COLLEGE

Little River Community College is governed by a local district board of trustees. Broad responsibility has been given to the board for setting policies pertaining to personnel, curricula, finance, and the general operation of the college. With particular regard to finance, the board of trustees has responsibility for approval of the annual budget of the college. Its action is subject to review by the commissioner of education. The college budget becomes final only when the commissioner approves it. Board action is also required for initiation of and entering contracts for the purchase over \$5,000 and for new construction (48).

Membership of the board of trustees is composed of eight appointed members plus the president of the college who serves ex officio as secretary of the board. At the time of the study all trustees were male, five of whom were from the county of location, Hall County, and three from Crystal County, the cooperating county. By comparison there were two females and two local residents



(Members): The other members include a minister, a lawyer, a police officer, and a bishop. The members of the board serve appointive terms of four years. Individual citizens or groups, including the board itself, may submit to the Division of Community Colleges nominations of persons to fill any vacancies on the board. Final appointments are then made by the governor from names submitted by the division. It is the established policy of the board of trustees of Little River Community College to "encourage citizen attendance and participation at all board meetings."

The college was organized to provide for wide participation in the process of decision-making. As described by the self-study report of the college,

The committee system which underlies all decision-making processes at (Little River) represents the decentralization of the administration to involve all members of the college . . . in every area of policy making . . . (LRC 1971: 206) and the foundation of (Little River) and the College has operated through the system since its inception. (197)

The committees representing the major functions of the college -- academic affairs, student services, and business -- are composed of elected students, faculty and non-academic staff members. Interdisciplinary teaching groups by which the faculty is organized are the vehicles through which faculty representation is achieved. Associations of non-academic staff personnel and of faculty members

are also active in cooperation with the college-wide committees mentioned above. Representatives from the committees, the associations, and student government are represented on a fourth committee, the Review Committee, which evaluates, screens, and refers back for consideration to the appropriate committee and/or association, when necessary, matters arising from the groups. Upon approval of committee or association action by the Review Committee, the faculty is then given a further opportunity for responsibility to such action on matters such as the establishment of new courses. No action is considered final until this process has been completed. Efforts are continually being made to achieve consensus of opinion through wide participation and discussion.

Administratively, three vice-presidents serve the college in the areas of academic affairs, student services, and business, and report directly to the president. Deans perform as third-level administrators in the divisions of academic affairs and student services. Of particular note is the relationship between the two deans in academic affairs who also hold deanships within the area of student services. A division involving the chair of the present deans will be discussed as a section of Chapter VI. Other deans function in the student services area besides the two referred to above.

Within the academic affairs division the faculty is organized by broad fields rather than by traditional

disciplinary departments. For example, senior [redacted] is one broad academic area of the division. The role of the director of the broad areas includes, in most cases, the responsibility for teaching one-half time and working with faculty on matters of curriculum and instruction in the remaining time. The reader will note that later discussions will reveal that these persons play a not-to-be-overlooked role in the decision-making process of the college.

#### The Population Survey

The bi-county college district has a population of nearly 124,000 persons. Although students are accepted from other counties of the state and from outside the state and nation, priority is given to those students living within the Hill-Crystal college area. The larger of the two counties, Hill, contains the larger concentration of population, over 100,000, 80 percent of which is within the Knoxville urban area. Diversified industrial, agricultural, and educational activities of the area are expected to enroll the inhabitants of the region to well over 120,000 within the next few years. Six high schools in Hill County and one in Crystal County serve as feeders for the College. The Hill County school system has over 24,000 students and Crystal County has nearly four thousand. High school graduates during a recent year totaled 1,324, with over 1,400 coming from Hill and over 300 from Crystal.

### Growth of the College.

Because of a strategic location, accessibility, and the demand of local area citizens for educational opportunities, growth has been a distinguishing mark of the college since it first opened. From a faculty of slightly more than 180 the college has grown to over 380 in number. The first term enrollment (Fall, 1966) was over 2,800 credit and over 1,300 non-credit students. During the second year the percentage of growth was in excess of 50 percent. Presently, the college serves over 4,000 credit and over 2,500 non-credit students, most of whom are from the two county area. During the past two years the non-credit program has increased 247 percent. Indicative of its community orientation, 81 percent of the graduates in a recent term were from the college district, with 76 percent being from Arredondo, 10 percent from other counties, and the remaining graduates from elsewhere in the state and from other states.

Facilities and programs, too, have been affected by the rapidly swelling student population. From one location in the first year of operation, the college has expanded to four temporary campuses within Arredondo and also to a center in Pleading. Classes are scheduled at other locations within the district from time to time. A permanent campus is being constructed for occupancy during the coming year. Because student growth has far

assisted productions for the new campus, the College Board of Trustees has additionally, influenced business property being vacated about the site. The new campus is scheduled for opening. Current plans call for a phasing out of the four temporary sites by the end of 1972.

### The Philosophy of the College

From its beginning, Little River has been known as a "college of success" because of its underlying philosophic beliefs. In brief, the philosophy recognizes the presence of far greater talent and ability by its students than do more traditionally based approaches to education. Issuing from this philosophic conviction have been two concepts which provide fuel for the college faculty in implementing its philosophy. They are as follows:

(1) an emphasis on learning and (2) the "open door."

The first has led the faculty to search for teaching methods which will enable students to learn most meaningfully and effectively. It has also been influential in the emphasis upon positive educational experiences represented by, for example, no failing grades being given to students. The second concept, the open door, has given impetus to continuing efforts by the college for creating opportunities for all high school graduates and other adults of the community for learning experiences

appropriate to their needs. It has also, for example, led to the provision of opportunities for advanced

placement of firm placed students are college-bound experiences for non-high school graduates beyond the age of nineteen.

#### Characteristics of the Students

A very diverse population of students is served by the college. At the time of the study, for example, 45.7 percent were Caucasian, nearly 15 percent Negroed, with the remaining nearly 4 percent including American Indians, Chinese, and other races. Of Florida students attending, about 4 percent came from Crystal County and approximately 14 percent from Hall County. Although the majority of the students are legal residents of the state of Florida, of those remaining, more come from foreign countries than from the other states in the United States. In a recent year, for example, 148 were foreign-born and 118 native-born. Graduates of recent data were characterized by more males than females in a ratio of 3 to 1. At the time of this data collection, there were 2171 full-time and 880 part-time students enrolled in the college.

#### Characteristics of the Faculty

In a recent self-study report for accreditation by the college the faculty was described as "competent, satisfied . . . express (ing) a serious quest for their work" at Little River (24). There is wide agreement that little active recruitment for new faculty has ever been done because of the high availability of qualified faculty. When prospective faculty members are invited

to come to the college, they are interviewed by the director of the program area and by faculty currently serving the college. After that, the candidates are ranked based on the interviews and then, are interviewed by the Dean of Instruction and the Vice-President for Academic Affairs. Upon approval, the applicant is recommended to the President for hiring. From filing of the application in which the prospective faculty member is expected to state his philosophy of education and its relation to that of Little River, through all the interviews, constant efforts are made to select persons most appropriate to the selected college.

The educational level of the faculty is high. Of 183 full-time personnel the levels of certification include: 28 at the doctorate level (rank one), 41 holding rank II & (master's degree plus 24 semester hours or bachelor's degree plus 72 semester hours), and 83 holding rank II (master's degree level). Fewer than 1 percent are at the rank III level (bachelor's degree). Among 82 part-time faculty members slightly more than 15 percent are certified at rank III level, while the remainder hold rank II or higher. Full-credit faculty number 71, 24 percent of whom are at rank II and above and 76 percent at rank III level.

The faculty has other characteristics of note. For example, the age span extends from age 21 through age 48. The averages, too, provide a picture of the faculty

of Little River Community College. The efficiency of typical classroom instruction is a factor involved in 1974 in such communication, and holds a master's degree from a nearby state university.

#### Description of the Program of Studies

As a public community college, a comprehensive program of studies has been developed and made available to the constituency of the district. Broad programs of general education, occupationally oriented education, continuing education, and college transfer are the major program offerings of the college. Community service activities have also been stressed. Intensive emphasis has been placed upon the need for educational planning and counseling for each student as a necessary adjunct to his success in college.

During the past few years many vocational-technical courses have been added to the curriculum. Special interest classes have also grown in response to the demands of the community. While continuing attention is expected to be given to community service and transfer programs, the college is focusing its efforts upon the development of new occupational facilities on the new campus, and, hence, more opportunities for occupational offerings. This concentration of effort is being done to enable more persons to prepare for careers in many trades areas needing workers.



Following this description of the setting for the study, chapters four through seven will deal more specifically with the discussion and interpretation of the data collected during interviews conducted with persons in the organization. In Chapter IV influential will be identified and described. Formal and informal lines of the influential will be discussed and presented in Chapter V. A discussion of the major decisions of the college and participation by the influential in the decision-making process will be the topic of Chapter VI.

CHAPTER IV  
IDENTIFICATION OF THE  
COLLEGE LEADERS

Leadership has been identified successfully in previous studies using the reputational and decision-analysis techniques. In this study use was also made of the same techniques and certain aspects of the reputational technique with satisfying results. Basically, the technique consisted of a series of interviews with selected persons using Interview Guide A to collect three kinds of data (see Appendix B). Three controlled questions were asked of each person to obtain the data: (1) What were the major decisions, issues, projects or problems of the college during the past three years? (2) Who were the influential leaders of the organization for this same period? (3) What groups of persons did you identify as being influential in the decision-making process during the three years?

As the reader will notice, each of the three questions composing Interview Guide A is related to the other two. For example, organizational leaders frequently form groups which have norms, sentiments, and activities affecting their own individual actions, norms, and sentiments. Knowledge of major decisions of an organization brings a

person. Availability of the kind of the functions assigned to by influential persons and groups. For these reasons then, it was believed that the use of the decision-analysis technique and certain aspects of the reputational technique would be appropriate to the study of the selected community colleges.

The Interview Sample

In order to identify effectively leaders, groups, and decisions for issues, projects, or problems of the selected organization a cross-section of persons was chosen for the initial interviews with Interview Guide A (see Appendix B). The selection began with an assumption that the selected community college was a living, open social system. Viewing it in this manner the researcher identified subsystems which interacted with and affected in many ways both the total organization and each other. For this study the subsystems believed to be most influential were faculty, students, and career service personnel. From each one several representative persons were chosen. It was further believed that each of the four college campuses might represent yet other subsystems interacting with those previously mentioned. Representative persons were also chosen from each of the college campuses as well. The recognition of yet further similar subsystems led to the selection of at least one person from each of the academic divisions and each of several special services areas of

the organization. At least one representative was chosen from the major functional areas of the planning program -- vocational, technical, continuing education, and compensatory/remedial. In using social system theory furthermore was also recognizes the existence of supra-systems in addition to systems and subsystems. With this conceptualization in mind, one representative of the eight member board of trustees for the college was chosen. The positions of the persons chosen to interview with Interview Mode A are shown in Appendix A.

Following interviews with the thirty-eight persons represented above (see Appendix A) a 20 percent random sample was chosen from all persons named only once by the interviewees as being influential in college affairs. These persons were interviewed. It was believed, in this way, that any persons possibly overlooked as influential by the cross-sectional sample would be identified. The random sample resulted in the addition of two names to the list bringing to forty the total number of persons interviewed.

Leaders, divisions and issues, and groups were identified as a result of the forty interviews with members of the college social system. Twenty-seven leaders who were mentioned by the group mentioned above will be discussed later in this chapter. Several groups were identified. A discussion in Chapter V will explain the

through relating to the identified groups. Decisions concerned more quite varied and few issues were identified (B1 B2).

### Identification of Decisions and Issues

As indicated previously, the identification of decisions and issues was very necessary to the study because they provided contexts in which to study the activities and interactions of the leaders and groups of the college social system. A study of the data revealed that three decisions were most central in the minds of the forty persons interviewed. They were selected from those decisions mentioned most frequently. These decisions will be discussed in depth in Chapter VI.

### Interviews Held with the College Leaders

As discussed in the procedures section (see Chapter II), the persons nominated three or more times on the initial interviews with Interview Guide A were named as college leaders. There were twenty-seven persons in this category. Each of the twenty-seven leaders was then interviewed in depth with Interview Guide B (see Appendix C) which will be explained next. The data collected from these interviews provided material from which to analyze the process of decision-making with regard to actions, interactions, and conflicts among college leaders and groups.

### Interview Guide B

The college leaders identified by the ~~convenience~~ sample of forty persons discussed earlier were interviewed with a structured interview which was built around the findings about college decisions, groups, and leaders explained earlier in this chapter (see Appendix E). The instrument, Interview Guide B, included several sections. The first focused upon personal data about the leader himself and requested data on family, professional, and community activities and characteristics. Second, a list of the twenty-seven leaders, including the persons being interviewed, was presented along with a five-category ranked scale on which each of the leaders was to be rated on his reputation for college leadership. Accompanying the list were questions concerning friendships and persons whom the leader could count on for project support, designated as project friends. Other questions were about those persons on the list unlikely to support the leader on collegewide projects, referred to as project opponents. Still other questions pertained to ties of the leaders with college districts or state leaders and/or agencies and organizations through whom support could be gathered for the college. Third, the interview guide requested specific information from the leaders on their positions, activities, and relationships on each of the three college decisions

examined members have demonstrated. Finally, several questions were asked regarding the role of the board and the president in the decision-making process.

#### The Faculty Functioned as Leaders

Both administrative and instructional faculty members were included in the twenty-seven leaders nominated. All college campuses except one, with academic divisions, and all administrative levels were represented. Nearly 18 percent represented full-time faculty members and seven were division chairmen. Although males predominated, females were also represented. Ages ranged from early twenties to the late fifties. Both students and career service personnel were among the sample. The reader should not conclude, however, that these two groups did not exercise leadership roles in the college. For example, the students were known to be influential in matters directly related to them such as racial relations and student association/student services relationships. The non-academic association also was beginning to inject leadership into the organization during the study period.

As indicated previously, the college selected for the study was renowned for its collegial organization. The collegial-type organizational system is noted for following the democratic ideal in decision-making. Thus one would expect a greater diffusion of leadership in the collegial system than in the top-down, nonparticipative organization.

Table 1 shows the frequency by which persons in the Little River Community College were named as leaders of the 100 full-time persons on the college faculty. Fifty-five were nominated one or more times as a leader. Twenty-five of these persons were named only once, leaving thirty persons named by two or more people. Yet, only twenty-two persons were nominated three or more times by these forty persons interviewed.

These findings in a collegial organization stand in contrast to those of the study by Cook of a bureaucracy having 1,875 full-time equivalent faculty members. In his study only twenty-five persons were identified as leaders in the bureaucratically organized and operated organization. Of the twenty-five named, seven were full-time administrators, six were department chairmen, and twelve were instructional faculty members. The leaders identified composed less than 2 percent of the faculty list. These findings are not surprising, however, considering that in bureaucratic organizations decisions, generally, come down from the top and consensus and group decision-making are not widely encouraged. Leadership, therefore, may not be expected to develop in the manner in which it would be developed in a collegial organization such as Little River Community College.

In surveying the data in Table 1 one is again reminded of the vigorously argued question of just how diffused



Table 1  
Frequency of Remissions as Indicators  
(From Interview Guide A)

Frequency of Remissions (N = 40)	Number of persons receiving remissions (N = 55)
18	1
18	1
15	2
12	1
12	1
14	1
13	1
13	2
11	1
10	2
7	4
6	1
6	2
5	4
3	3
1	25

leadership as in the human group. Forty persons from the field of group dynamics believed that leadership was broadly dispersed in the human group. They saw every person as a potential leader. Realizing that one's definition of leadership may color his interpretation of data, the writer is nevertheless impressed with the strikingly pyramided nature of reported leadership when the data in Table 1 are studied. One person was associated as an influential leader by thirty-eight of the forty persons interviewed. Only thirteen persons were associated by ten or more persons.

Table 2 provides a closer look at the nominations received by the college leaders. The reader will note that the data in this table are an expanded version of Table 1. For sake of better understanding the distribution of leadership as judged by nominations received from the forty persons, the data will be discussed with regard to the positions held by and the sex of the leaders. For ease of reading, the leader names in this and other tables in the chapter have been placed in alphabetical order. The nominees included ten key administrators (dean level and above), twelve directors, and five faculty members. Although the leaders who received the highest number of nominations were key administrators, one cannot help being impressed with the dispersion of leadership among all levels of the college social system. Directors, for example, considered

TABLE I  
 Members Received by College Grades

Letter Code	Post	Sex	Age Range
A	President	M	24
B	Vice-Pres.	M	24
C	Vice-Pres.	M	25
D	Secy	M	25
E	Vice-Pres.	M	25
F	Secy	M	25
G	Secretary	M	26
H	Director	M	25
I	Assoc. Vice-Pres.	F	26
J	Inspector	F	25
K	Director	M	4
L	Director	F	25
M	Director	F	24
N	Director	F	24
O	Director	F	7
P	Director	M	7
Q	Director	M	5
R	Vice-Pres.	M	4
S	Asst. Vice-Pres.	M	7
T	Inspector	F	4
U	Secy	M	5

TABLE 10.1 (continued)

Worker (date)	Post	Sex	Age (years)
1	Director	M	3
2	Director	M	3
3	Director	F	5
4	Director	M	3
5	Director	M	3
6	Director	M	4

any administrators, while 75 percent of the group of non-administrators (54) are collegial leaders. Especially interesting was the percent of instructors and directors (most of whom taught half time or more) included in the total group of leaders. Of the twenty-seven leaders, seventeen or nearly 63 percent of the faculty were non-administrators (instructors or directors). The reader should note that Dock's study identified only 3 percent leaders (including administrators). King statements have been made in the educational literature about faculty members being too engrossed in their discipline to be concerned with participation in the decision-making problems of their college. This assumption may be questioned in respect to findings such as those from a collegially organized college which afforded numerous opportunities for the typical faculty member to participate in the process of making decisions.

The four top-ranked persons on Table 1 are male administrators. Each of them received nominations as leaders from over half of the forty persons interviewed. At a time when much concern is being expressed about the role of women in the administration of higher education these data might, on first impression, be cause for concern. However, following closely the group of five male administrators (leaders A, B, C, D, and E) the reader will see two women directors, leaders H and F. Interpreted another way, the data provide a more palatable picture of the situation.

Among these persons named as leaders by 18 persons (17.5% of the forty persons interviewed, six were male and 12 were female. This finding provides a further indication of what could result with regard to development of leadership among women should a voluntary organization be adopted by educational organizations. It is reasonable to assume that more women would be able to move into leadership positions under such an organization than would be possible or at least probable in the typical hierarchical organizations now existing.

#### Ranking of the Leaders

Interview Guide A which was described previously was designed to produce data on five factors relating to leadership in the selected college. These five factors along with a sixth, number of nominations as a college leader (see Table II), were used to arrive at a relative placement of the twenty-seven leaders in the college. The five factors will be discussed in the following sections of the chapter. They are as follows: (1) rank within placement, (2) college-wide influence, (3) influence with college district and/or state leaders, (4) influence with college district and/or state agencies, and (5) college committee participation.

#### Rank Within Placement

Each of the twenty-seven leaders was given a list containing the names of all the persons named as leaders

## Table 1

New College Placement Indicators,  
System for Leadership

Leader Code	Post	Net Score
A	President	4.31
B	Vice-Pres.	4.13
C	Vice-Pres.	4.38
D	Dean	4.27
E	Vice-Pres.	4.80
F	Dean	3.65
G	Director	3.54
H	Director	3.13
I	Assoc. Vice Pres.	3.44
J	Assistant	3.75
K	Director	3.43
L	Director	3.43
M	Director	3.35
N	Director	3.33
O	Director	3.58
P	Director	3.33
Q	Director	3.34
R	Vice-Pres	3.32
S	Asst. Vice-Pres.	3.35
T	Institution	3.43

Table 1. Continued

Leader ID	Role	Age (years)
1	Leader	2.14
2	Director	2.48
3	Director	2.77
4	Instructor	2.58
5	Instructor	2.71
6	Instructor	2.80
7	Director	1.28



were asked to assess the reported leadership ability of each person on the list by using a five-category scale provided at the top of the page. The categories used for these evaluations were: (1) extremely strong college-wide influence, (2) strong college-wide influence, (3) strong special area influence and some college-wide influence, (4) some college-wide influence and some special area influence, and (5) little college-wide influence and little special area influence. Each column was arbitrarily assigned a value from five down to one. For example, "extremely strong college-wide influence" was given a value of five and "little college-wide influence and little special area influence," a value of one.

To compute the factor value of each column placement for each leader the following procedure was followed. First, the ratings received by each leader were tallied for each of the five categories indicating degree of college leadership. After that, these sums were multiplied by the value of the column. For example, if five ratings were tallied for column one, "extremely strong college-wide influence," they were multiplied by five, the value assigned to the column. Then, after following the same procedure for each of the other columns, the resulting values were added together and divided by the number of columns, five, to get a mean column placement. The results of the

calculations described above are displayed in column (ii) of Table 3 as a line series.

A study of the data in Table 3 shows that a couple of the leaders approached 5.00, designated as "extremely strong college-wide influence." This finding, of course, does not mean that no leader was placed in the top category by any other leader. It does mean, however, that on the average, no leader was consistently placed there by the twenty-seven leaders of Little River. This evidence indicated the absence of an exclusive concentration of power and influence at the top of the organization. The reader is encouraged to study the data at the bottom of the chart as well to see that with only one exception, no leaders have used values in the range designated as having little or no college-wide influence or little or no special area influence (1.00 - 1.75). From the two preceding observations it is quite clear that the leaders had leadership influence to some degree.

It is of particular importance for the reader to note that the number of leaders having values between 4.00 and 4.50 (strong college-wide influence) and 3.00 and 3.50 (strong special area influence and some college-wide influence) is only slightly smaller than the number in the two categories (or values) below. Such data indicate some dispersion of reported influence among the leaders of the college. Furthermore, although no leaders were placed in the categories two and three, five were in the third one.

"little influence with students and very little college-wide influence." The strong influence of instructors and principal is the organization is indicative of such systems.

Only key administrators and directors were noted within columns (II) and (III). However, it should be pointed out by way of contrast that category four, "some special area influence and little college-wide influence," contains key administrators, faculty, and directors. This finding may be interpreted with regard to other studies of leadership and informal organization which clearly show that key administrators, for example, do not possess power or influence simply because of their position within the organization. Conversely, full-time instructional faculty members possessing no line authority are able to exercise informal leadership such as that indicated in Table 1. The division directors of Little River did not possess what is traditionally known as line authority. Their role was more of a supervisory nature including power to recommend certain actions, such as the hiring of personnel. Other directors held staff positions with the college, e.g., research and development. Their showing as leaders in this study represents yet further insight into the nature of a collegial model which functions to afford wide participation in decision-making and consequent development of college leadership.

#### Perceptions of Leadership by Key Administrators and Other Leaders

From column placement, the factor described previously, was an assessment by the leaders of the reputation for

Table 4

Perceptions of Leadership by Key Administrative Leaders and Other Leaders

Leader Code	Mean Rating Placement by Admin. Leaders	Ranking by Admin. Leaders	Mean Rating Placement by Other Leaders	Ranking by Other Leaders
(1)	(2)	(3)	(4)	(5)
A	4.83	1	4.78	1
B	4.78	2	4.73	2
C	4.54	4	4.38	3
D	4.47	3	4.28	4
E	4.33	5	3.83	5
F	3.48	6	3.38	6
G	3.38	7	3.48	7
H	3.48	10.5	3.33	10
I	3.77	10	3.18	13
J	3.78	17	3.48	14
K	3.48	22	3.58	12
L	3.38	23	3.54	12
M	3.38	8.5	3.38	8.5
N	3.38	8.5	3.38	8.5
O	3.38	18	3.18	11
P	3.48	10.5	3.27	13
Q	3.48	15.5	3.27	17
R	3.48	13	3.77	15
S	3.48	17	3.58	11

TABLE 4. (Continued)

Leader Code	Mean Column Placement by Adjudicator-Like Judges	Ranking by Adjudicator-Like Judges	Mean Column Placement by Other Judges	Ranking by Other Judges
(1)	(2)	(3)	(4)	(5)
W	2.80	15.3	2.87	13
V	2.81	13	2.83	14
U	2.80	15.3	2.94	15
M	2.80	18	2.89	18
X	2.94	11	2.37	24.5
T	2.51	24	2.37	24.5
B	1.89	37	2.86	16
AA	2.80	15.3	1.40	37

hierarchy of each school system. The writer believed that it would be of value to determine whether there was a relationship between the perceptions of leadership held by the non-key administrative leaders and the perceptions of leadership held by the administrators named as leaders. To measure this relationship a correlation formula was utilized. The mean column placement for each leader was calculated separately for the key administrative leader ratings and then, for the non-key administrative leader ratings. These two values are shown for each leader in Table 4, columns (2) and (3). Rankings were then made of the leaders using the data in the above named columns. The resulting rankings are listed in columns (4) and (5) respectively.

The procedure employed for calculating the correlation described above was the Spearman rank order correlation. The ranks found in columns (4) and (5) of Table 4 were compared with the use of the following formula:

$$R = 1 - \frac{4d^2}{n(n^2 - 1)}$$

the symbols in the formula have the following meanings. The  $n$  equals the number of subjects which in this case was twenty-seven. The difference between the two ranks of each leader is represented by the letter  $d$ . Capital  $R$  symbolizes the relationship existing between the two sets of rankings.

A .92 relationship was found to exist between two percentages of leadership held by the administrative leaders and those held by the non-administrative leaders. Specifically, the correlation is a relatively high one and is meaningful for this study of a community college. The relationship of .92 suggests that leaders of the college holding administrative positions are about as aware of the reputation for leadership of the twenty-seven leaders as are the other leaders who held no administrative positions. The literature on informal organization and leadership strongly suggest that successful administrators are both aware of and take use of the informal leadership of their organizations. Assuming the validity of the research supporting the above claim, it is apparent that the administrators of Little River Community College were aware of the leaders in the college social system--  
college-wide influence of leaders.

The first two categories discussed under the previous topic, mass column placement (see Appendix E), were combined to obtain another factor, college-wide leadership. The two categories used were: (1) exceptionally strong college-wide influence and (2) strong college-wide influence. The raw score for each leader was calculated from the sum of the nominations given by the twenty-seven leaders in the two categories mentioned above. Rankings were then made of the leaders based upon the raw score data (see Table F).

TABLE 5

College-wide Influence of Leaders

Leader Code	Post	Exceptionally Strong Raw Score	Strong Raw Score	Total Raw Score
A	President	12	3	15
B	Vice-Pres.	10	5	15
C	Vice-Pres.	14	9	23
D	Pres.	18	8	26
E	Vice-Pres.	4	13	17
F	Pres.	3	13	16
G	Director	1	14	15
H	Director	1	4	5
I	Asst. Vice-Pres.	2	3	5
J	Inspector	2	3	5
K	Director	2	1	3
L	Director	2	3	5
M	Director	1	9	10
N	Director	1	9	10
O	Director	0	3	3
P	Director	1	4	5
Q	Director	0	1	1
R	Vice-Pres.	1	3	4
S	Asst. Vice-Pres.	1	3	4



TABLE 5 (continued)

Event (Code)	Post	Exceptionally Strong Raw Score	Strong Raw Score	Total Raw Score
T	Inspector	0	4	4
Q	Deaf	0	4	4
V	Inspector	0	0	0
W	Director	0	1	1
X	Inspector	0	3	3
Y	Inspector	0	1	1
Z	Inspector	0	3	3
AA	Director	0	0	0

TABLE 1

Leader Influence with College Students and State Leaders

Leader Code	Post.	Age Group
A	Presid-Genl.	26
B	Vice-Pres.	24
C	Vice-Pres.	14
D	Sen.	5
E	Vice-Pres.	6
F	Sen.	6
G	Director	6
H	Director	1
I	Asst. Vice-Pres.	3
J	Instructor	4
K	Director	13
L	Director	4
M	Director	8
N	Director	8
O	Director	8
P	Director	6
Q	Director	3
R	Vice-Pres.	3
S	Asst. Vice-Pres.	6
T	Instructor	1

## TABLE IV (continued)

Reader Code	Post	Row Source
U	Dean	0
V	Director	4
W	Director	5
X	Inspector	0
Y	Inspector	0
Z	Inspector	0
AA	Inspector	0

In Table 4 the reader will observe that a total score for the five categories representing college-wide influence is shown in column (4). The leader's score is the number of times out of a possible fifty-two (twenty-six leaders other than himself times two) he was nominated. These key administrators, leaders A, B, and C, received slightly less than half of the possible number of nominations. The reader may conclude that this finding is indicative of a lack of consensus by the leaders themselves regarding key administrators having college-wide leadership. There is a near consensus by the leaders, however, upon a low degree of college-wide influence by four other key administrators (leaders G, I, E, and F). Since the top three leaders (A, B, and C) received fewer than half of the possible scores for college-wide influence and of these receiving, only ten leaders received over 10 percent of fifty-two possible votes, the data show a marked variation of agreement regarding college-wide leadership. The findings are excellent evidence of the existence of group sharing of decision-making in the sense that many people exercise college-wide leadership. As a consequence, there seemed to be confusion when such a question was asked. Who would be extremely happy to strong college-wide leadership? The obvious answer was that some did to some extent but, at the same time, many shared in the process.

### Leader Influence with College District and State Leaders

The data for another factor, influence with college district and/or state leaders, are shown in Table 4. Interview Guide B (see Appendix C) contained a question requesting each leader to identify those other leaders on the list of twenty-seven persons who had influence with college district and/or state leaders through whom they could get things done for the college. Column (2) of Table 4 contains for each of the college leaders the number of times he was identified as possessing such influence by the other twenty-six leaders.

The data in Table 4 show that fifteen college leaders were nominated by one or more of the twenty-seven leaders as having influence with college district or state leaders through whom support could be gathered for the college. Among the fifteen named were seven key administrators (dean level and above), six deans, and two instructional faculty members. The data stand in contrast to findings of studies of leadership in communities where few, if any, educational leaders were named as influential in the community. Although it was not certain that these persons in Little River held leadership roles in the community, the data unequivocally show a consensus by the college leaders that some definite relationships existed between college leaders and the community. The reader will notice, particularly, that leaders A and E were highly reported

emerging community college districts, and statewide leaders. Although the next three persons, leaders E, F, and G, were named fewer times than the first two, it is revealing that each of them were named by 50 percent or more of the leaders. Two of the three persons, leaders E and C, received in excess of 50 percent leader agreement regarding their ties with leaders outside the college.

The positions held by leaders E and F have remained first and second, respectively, as reputation for college leadership, college-wide influence, and also as this factor, ties with leaders outside the college. The belief is generally held that a leader's position in an organization and/or community is related to the power resources which he uses. With regard to leaders A and B it may be hypothesized that their strong positions of leadership within the college bears a relationship to their ties with community and/or state leaders. A study of the college district and its relationship to the selected college would be helpful in testing the above hypothesis:

#### Leader Influence with College District and/or State Agencies

The reader will note a similarity between this factor, leader influence with agencies of the college district and/or state, and the previous factor, influence with leaders of the college district and/or state. The distinction was made in this study with the belief that most persons held ties with persons but not agencies or organizations and

TABLE 2

Lester Telford's Club College Officers and Board Members

Leader Code	Post	Age Score
A	President	20
B	Vice-Pres.	18
C	Vice-Pres.	9
D	Secy	1
E	Vice-Pres.	9
F	Secy	0
G	Director	0
H	Director	0
I	Asso. Vice-Pres.	2
J	Instructor	1
K	Director	10
L	Director	7
M	Director	0
N	Director	0
O	Director	0
P	Director	0
Q	Director	0
R	Vice-Pres.	3
S	Asso. Vice-Pres.	0
T	Instructor	1

Table 1: Test Results

Test Case	Pass	Fail Score
1	Pass	0
2	Fail	1
3	Fail	1
4	Fail	0
5	Fail	0
6	Fail	1
7	Fail	1



concepts. It might be argued that, if necessary, there would be overlapping of district leaders and to this the writer must concede. However, it is hoped that the reader will be able to detect the confusion or the distinction when he studies the data shown in Table 7.

The persons named as college leaders were asked to identify from the list of twenty-seven college leaders any of the persons other than themselves whom they knew to possess this or influence with college district and/or state agencies (or organizations) through whom they could get things done for the college. The data collected with the above question (see Appendix C) appear in Table 7, column G1 as a row score. Each time the leader was identified was counted as one nomination.

The reader will note that sixteen persons were named one or more times on this factor. Although these persons identified represent only one vote each the number of leaders named on the previous factor, it should be emphasized that two persons, leaders E and Aa, who received no votes on the previous factor appear on this list. Leader H, a director, named by one leader on Table 4, received no votes on Table 7. Five persons (leaders A, B, C, E, and H) were identified by over 10 percent of the leaders and three of the five, leaders A, B, and E, were named by more than half. Several leaders changed position slightly when influence with outside leaders was compared with influence with agencies and/or organizations. For

example, college 7 dropped from a rank of 11.8 to 14.5 (see column, Table 1). Two of the most serious changes in positions were those of leader 2, a female associate vice-president, and leader 3, a female instructional faculty member. The two drops in position noted above were probably related to the acknowledged family responsibilities of the women which tended to limit their activities with agencies and organizations of the college district and state.

#### College Committee Participation by the Leaders

Committee participation by the leaders was used as a fifth factor for determining extent of leadership in the selected colleges. The choice of this factor was made in light of research on groups which indicates a relationship between the interactions among parents and their leadership positions within groups. Since committee members were elected it was also felt that this was a valid reason for the use of this factor. For this study it was assumed that leaders who participated in the activities of committees would probably hold greater positions of leadership in the informal organization than would nonparticipating leaders. Especially at Little River was this factor believed to be of significance because of the prevailing influence of the committee structure and the tradition of participatory democracy common to the collegial model.

In Table 8 the data are shown on leader participation on college committees. The data listed in row seven in column (3) were obtained in the following manner. First,

TABLE 2

## Leader Participation on College Councils

Leader Code	Post	Raw Score
A	President	12
B	Vice-Pres.	14.67
C	Vice-Pres.	5.3
D	Secy.	7
E	Vice-Pres.	22.33
F	Secy.	22.67
G	Director	22.67
H	Director	22.33
I	Assoc. Vice-Pres.	22.67
J	Instructor	14.67
K	Director	17
L	Director	22.33
M	Director	6.67
N	Director	18
O	Director	12.33
P	Director	12
Q	Director	8
R	Vice-Pres.	12
S	Asst. Vice-Pres.	11
T	Instructor	5.3

TABLE II (continued)

Leader Code	Test	Mean (SD)
W	Form	20.87
T	Dictator	8
W	Dictator	2.87
R	Dictator	22.87
T	Dictator	7
R	Dictator	4.87
Ab	Dictator	3

one of the thirty-seven leaders participated for his participation on college committees during the three-year period studied. Five categories were chosen and arbitrarily assigned a numerical value. The categories used and the values assigned to them were as follows:

- 5 points -- Review Committee; Faculty  
Recommendation Steering  
Committee
- 4 points -- Major college-wide standing  
Committees
- 3 points -- Other standing committees  
and subcommittees
- 2 points -- Ad hoc committees
- 1 point -- Special assignments to a  
college committee by a  
President

Second, the number of committees in which each leader participated was totaled for each of the three named categories. Third, these totals were then multiplied by the values assigned to their categories. Fourth, the resulting product values for each category were added for a committee participation value. Finally, an average was then taken for the three, the number of years involved. The above procedure was followed for the majority of the leaders. However, on a few instances a variation of the procedure was used. To illustrate, for persons having been employed by the college for only two of the three years, the average was figured by dividing the total participation value by two.

TABLE 1 and Table 2 show COMPARATIVE RANKINGS

in the rankings of the leaders compared with their positions in previous factors. For example, of leaders A, B, and C who ranked consistently at the top on the previously discussed factors, only leader A was among the top five on this factor. Leader B placed seventh and, most surprisingly, leaders C and D ranked twentieth and 22-5, respectively. The reasons for these extreme changes in rank could be due to any of a number of factors such as administrative duties, delegation of committee responsibilities to other persons on the staff, or lack of faith in the committee structure. The last one of these reasons is most unlikely when, for example, it was widely known that both leader C, a vice-president, and leader B, a dean, often assisted committees and met with groups working on various problems and projects of the college. The most likely reason seemed to be the first one, administrative responsibilities, although the second possibility, delegation of some committee activities to other staff members, was known to exist in varying degrees.

Committee participation by female leaders was an essential element in the college. The reader should observe that leader E, a female director, received the largest raw score and leaders C and D held ranks five and six, respectively (see also Table 1). Leader J was a female instructional faculty member and leader I was a female

leadership participation. Also, of great interest, was the position of primary teacher, leader 8, who ranked fourth from the bottom on reputation for leadership, mean column placement (see Tables 3 and 4), and was not mentioned by any leader in regard to two other factors (see Tables 4 and 5). In this factor, committee participation, leader 8, an instructional faculty member, ranked nine (see Table 5). Her change in rank was a complete one upward. The committee organization, then, seemed to be the primary means for participation in college affairs by female leaders. Although holding only one key administrative position in the college, the women leaders had utilized the committee as means for meeting and developing their leadership.

Leader 8 represented the most significant shift of position when rank in mean column placement (Table 3) was compared with rank on this factor, college committee participation. It appears that in this one area the leaders of the college had underestimated his leadership potential. He not only held a rank of 3.8 on this factor (see Table 5), but was also ranked third and second, respectively, by the leaders on influence with outside leaders and agencies (see Tables 4, 7, and 8). A finding such as this seems to provide evidence for the use of combinations of factors for studies seeking to identify leadership and informal organization.

Summary of Dealer Ratings on the Six Factors

Dealer code	Dealer Name as listed	Mean column price- ratio	Columns with in- crease	Influence with Agency of the Dealer and State	Columns with prices in stead and State	Columns con- sider dealer- ship	Mean rating on six factors	Field Year
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
A	3.3	1	3	1.3	1	3.5	3.0	1
B	3	3	3	3	3	7	3.3	3
C	1	3	3	3.3	4	30	3.3	3
D	3.5	4	4	3	11	25.3	3.3	—
E	3	3	3	3.3	7	3	3.3	3
F	11	3	7	11	21.3	3	12.3	3
G	12.3	7	3	11	21.3	14.5	12.3	12.3
H	3.3	11	11	11	11	11	12.3	12.3
I	12.3	14	14.5	10.3	3	3	12.3	3
J	3	11	11	11	11	3	11	11
K	11	11.3	11.3	1.3	3	3.3	11.3	—
L	3.3	11.3	11.3	3	11	1	11.3	3
M	4	3.3	3.5	11	11.3	11	11.3	11



Table 9 (Continued)

Leading Cause	Months since beginning	Mean Column Percent- age	College with Finance	Influences with Analogies of the District and State	Influences with Persons in District and State	College Con- trib- ution to Finance	Mean Ranking in the Percent	Final Rank- ing
8	5	8.5	8.5	10	21.5	20	14.00	10
9	12.5	10	10.5	10	21.5	21	14.51	10
9	13.5	13.5	11	10	21.5	21.5	14.50	10
9	14.5	14	23.5	4	9	20	15.40	10
9	15	17	24.5	10.5	11.5	20	14.20	10
9	15.5	20	18.5	20	21.5	21.5	17.44	10
9	20	20	24.5	10	13.5	20	17.66	10
9	24.5	13.5	15	10	21.5	14.5	14.15	10
9	24.5	13	26.5	9	10	20	14.10	10
9	24.5	19	23.5	4	9	27	14.11	10
9	15.5	14	20.5	20	21.5	9	14.10	10
9	24.5	20	22.5	20	21.5	21.5	15.55	10
9	24.5	20	20.5	10	21.5	14	11.50	10
25	27	27	16.5	14	21.5	15	20.40	20

# Summary of Faculty Rankings on Leadership

The rankings on the six factors by the twenty-seven college leaders discussed in this chapter are summarized for the reader in Table 3. Each factor was believed to be a contributor to the final extent of influence placement of the leaders. To calculate the final placement of each leader, a mean ranking was made of his placement on all of the six factors (columns (4) through (9), Table 3). The resulting value is shown in column (7). Using the values found in column (7) the leaders were ranked as shown in column (8).

The final placement of the college leaders (see column (8) ), gives the reader some striking evidence of the distribution of leadership in the selected colleges. For example, within the first thirteen ranks there was nearly an even balance between key administrators and other leaders, with key administrators numbering seven and other college leaders numbering six. When the entire group of twenty-seven leaders was divided into two groups, the reader will discover that as many female leaders were in the top group as in the lower one. (Leaders 1, 2, 3, 8, 9, 9, 7, 2 were females.) Although the top five persons held high status positions in the college, their influence with the faculty probably resulted more from their roles of leadership than from the position which they occupied. This claim is made because the leaders were asked to consider the twenty-seven persons on the list (see

reports (2) and Thomas (2) ranked most of the college positions which they held. Following the top five ranked leaders mentioned above were female leaders 1, 3, and 4. This group consisted of a key administrative leader, a director, and an instructional faculty member. The positions of these leaders were reported when their rankings with regard to committee activity were studied (see Column (4), Table 5). Leader 2, a director, occupied rank two, leader 3, an instructor, held rank five, and leader 4, an associate vice-president, ranked six. These findings bring to mind once again the importance of the role of the committee organization through which these three persons gained influence. Although the writer cannot be certain, it is possible that these leaders mentioned above as well as many others on the list might have either been excluded or else have held much lower rankings had they been deprived of opportunities for participation in collegial decision-making activities available to them at Little River.

#### Range of Influence Held by the College Leaders

The mean rankings of the college leaders as shown in Table 5, column (7), were used to divide the group into four categories. The four categories and their values were as follows.

Key Influential	1.00 -- 3.00
Top Influential	18.00 -- 21.00
Influential	14.00 -- 17.00
Lower Influential	10.00 -- 13.00

TABLE 18

## Memberships of the Trustees

Name	Name	Description
A	Arvidson Bygones	President of the college, male, married, in his fifties, with the college over five years
B	Norman Quick	Executive Vice-President of the college, male, married, in his forties, with the college over three years
C	Richard Newson	Vice-President for Academic Affairs, male, married, in his thirties, at the college over one year
D	Orville Knevel	Dean for Instruction, male, married, a former counselor, in his thirties, with the college over five years
E	Lennie Ingersoll	Vice-President for Student Services, male, married, in his thirties, with the college over three years, former university teacher
F	Arthur Jarvis	Dean for Curriculum, male, married, in his thirties, former counselor, with the college over five years
G	Gerald Anderson	One-half time Director for Educational Planning / One-half time counselor, male, in his thirties, over three years with the college
H	Larry Brady	Director of an academic division, male, in his twenties, married, with the college over four years

TABLE 10 (continued)

Code	Name	Description
I	Beverly Arbuckle	Associate Vice-President for Student Services, female, in her thirties, over three years with Little River
J	Martha Palmer	Female Instructor, married, in her forties, former university teacher, with the college over five years
K	Thomas Roland	Director for Development, male, in his thirties, married, at the college over three years
L	Catherine Rollins	Director for Research, female, in her forties, married, with the college over five years
M	Janet Sears	Director for Learning Resources, female, a former instructor, married, in her thirties, with LRC over five years
N	Naïen Greening	Director of an academic division, female, in her forties, with the college over four years
O	Nadene Lindsay	Director of an academic division, female, in her thirties, with the college over four years
P	Raymond Pardy	Director of a campus, male, in his thirties, with the college over one year, a former teacher
Q	Walter Parker	Director of an academic division, male, in his forties, a former counselor, with the college over four years

# TABLE 1.1 - continued

Code	Name	Description
S	Albert Gendrich	Vice-President for Buildings, male, married, in his fifties, a former teacher, less than a year with the college
T	Lawrence Lindsey	Assistant to the Vice President for Academic Affairs, male, in his thirties, with the college over two years, a former teacher
T	Marjorie Myrick	Female instructor, married, in her forties, with Little River over two years
U	Gerald Jessup	Dean for Special Services, male, married, in his thirties, a former musician, with the college over five years
V	Stanley Prescott	Director of an academic division, male, in his twenties, married, a former teacher, with LSCC over two years
W	Marshall Gossian	Director of an academic division, male, in his forties, married, over four years with the college
X	Linda Underwood	Female instructor, married, in her thirties, with the college over three years
Y	Leonard Rivers	Male instructor, in his twenties, married, with the college over ten years
Z	Woodell Davis	Male instructor, married, in his twenties, with the college over three years
AA	Woodrow Trinkle	Director of an academic division, male, in his fifties, with the college over four years

# Table 11

## Characteristics of the Participants

	Sex	
	Male	Female
Administrators	8	1
Directors	18	40
Academic areas	8	8
Others	3	2
Faculty	3	3
Consultants	0	0
Total	32	54

	Age			
	20-30	31-40	41-50	51-60
Administrators	0	7	1	2
Directors	2	8	4	1
Faculty	3	0	2	0
Total	5	15	7	3

	Educational Level Attained			
	Master's	Specialist	Doctorate	
By Administrators	8	2	0	7
	7	0	0	1
Directors	8	4	1	3
	7	3	0	1
Faculty	0	3	0	0
	7	1	0	0

# Table 11 (continued)

		Years in the Field of Education			
		3rd	4th	7-10	Over 11
Administrators	M	1	2	3	4
	F	0	2	1	0
Directors	M	0	4	1	3
	F	0	1	3	1
Faculty	M	1	1	0	0
	F	0	1	1	1

## Years of Service at Little River

		Less Than One	1	2	3	4	5
Administrators		1	1	1	3	1	3
Directors		0	1	1	3	4	2
Faculty		0	0	2	3	0	1
Total		1	2	4	7	5	6

## Distribution of Leadership by Campus

Campus	Male	Female	Total
West End	13	3	16
East River	4	5	9
Washington	3	4	7
Calder	0	0	0



The names of departments as shown by the state, county/precinct will be given in chapter IV for determinations of administrative choices made by the leaders.

#### Characterization of the Leaders.

In Table II the reader will find a listing of the leaders and a short description of each one. Names were randomly assigned to preserve anonymity and for purposes of discussion in later chapters.

Following the table mentioned above will be an analysis of the characterization of the leaders. The data were taken primarily from the first section of Interview Guide B (see Appendix C). Other data, however, were extracted by permission from the personnel files of the selected college. The characteristics which will be presented in summary are as follows: Sex, age, educational level attained, years of experience in the field of education, years of employment by the selected college, and concentration of leadership by campus location.

By sexual makeup, the group of twenty-seven leaders identified for this study included sixteen males and eight females as shown in Table II. Ratio of men to women according to role were as follows: Key administrators nine to one; instructors: two to one; and instructional faculty. Three to two. No full-time counselors of either sex were identified as leaders. It was apparent that women held fewer positions of leadership than did men, particularly

in the directorships and key administrative jobs. (Figure 1) These data may also be interpreted in another way.

To illustrate, the percentage of women leaders by school was obviously greater than would normally be expected at most colleges. Among those persons named as leaders, women represented 18 percent of the administrators, 14 percent of the directors, and 66 percent of the instructional faculty:

The leaders were also classified by five age groups (see Table 11). The largest category (ages 31 - 40) included twelve leaders. Assigned by rule, 70 percent of the administrators fell into this age group. More dispersion of ages existed among the directors with about the same number in each of categories two (31 - 40) and three (41 - 50). The first (21 - 30) and fourth (51 - 60) categories also included directors. Instructional faculty members were less well dispersed. Three were in the youngest group and the other two were in the third group, ages 41 - 50.

Educational level of the leaders is a third characteristic shown on Table 11. Among the directors and key administrators, 13 percent held a doctorate degree and one held a specialist degree. Master's degree work had been completed by all faculty leaders and by 44 percent of the directors. No college leader had less than a master's degree and many of the leaders had taken considerable course work beyond this level. For example, one leader is known to have earned a second master's degree.

TABLE 10 (See text for description by level of service shown) are also presented in Table 10. Among the administrators, 60 percent had been engaged in educational activities for over eleven years and more for fewer than two years. All directorships were held by persons who had been in the field over four years. Four of these persons had served for over eleven years. Institutional faculty leaders were found in all four categories; none of them, however, had been in the profession for fewer than two years. The above data suggest that though persons in their early twenties were often hired by the college, it is reasonable to believe that adaptation as a leader took some time. Although comparative data for other colleges were not available, the writer believes that the decision-making process at Little River functioned in such a manner as to encourage and, indeed, accelerate greater development of youthful leaders. One administrative leader, for example, had only been in the field between two and three years and four persons had only served the profession between seven and ten years.

Years of service with the selected college are also shown in Table 11. The reader will notice that a majority of the leaders had been employed by the college for over three years. However, there were opportunities for persons having leadership potential as shown by the seven persons with more than three years service with the college. Though the data show that among administrators, 73 percent

ing during the semester, but over those periods was leading over 1000 in each category. From studying the data the reader will discover that two-thirds of the directors had been with the selected college over four years. This finding would be indicative of a college practice of promoting capable leaders from within the organization. Other directors, however, must have been hired directly or promoted after a short tenure as indicated by the data. Instructional faculty were encouraged in many ways to develop leadership by participating on committees, the major ones having representatives from the Faculty Association Steering Committee and each of the faculty units. The data here do not show that leaders changed before the end of two years. However, after that time some faculty were identified as participating leaders of the college. Many educational writers have speculated as to why more faculty members do not concern themselves with leadership roles and participate more actively. One of the reasons given is that the instructors are concerned primarily with teaching their discipline. This is granted as one of the possible reasons existing at the selected college. However, other factors were likely to be more plausible. For example, direct participation was afforded by means of faculty votes taken on such matters as the establishment of new courses. Also, more limited leadership opportunities were provided through small faculty

edit groups. Each of these groups is actively working and has started discussions in the major student organizations of the college.

A much discussed topic among students of organization is the relationship between interaction resulting from working closely with others and continued in dealing about each other. The data shown in Table II on concentration of leadership by campus location may have relevance to the topic mentioned above. For example, since sixteen of the twenty-seven leaders were physically located at West End Campus, it is possible that their dealings toward one another had been positively shaped by their daily interaction. Likewise, the same may be true for those having offices on the East Shore Campus. The next chapter dealing with groups of persons will present findings which support, at least to some extent, the existence of groups of leaders who daily interact with one another. At this point it seems appropriate to suggest that more seminars would be likely to exist should the selected college abandon the multi-campus organization for a single college location. The third college campus, Washington Campus, had only two persons named as leaders. The reader should know that this campus was opened most recently and is scheduled to be the first of four locations to be phased out when the college occupies permanent quarters. The temporary nature of the location may provide some explanation

the last 100 women's classes' (undergraduate). The fourth college location, Cabot Canyon, was 50% above on the table because no leaders were named in this category. The writer believes that there were probably several reasons for the absence of leaders there. One of them has to do with the nature of the vocational classes which were held there. In the main, the instructors were free for fewer hours of interaction with the faculty members of other disciplines. Also, understandably, they were fewer in number than faculty members in the academic areas.

### Chapter Summary

Chapter IV contained a discussion of the placement of the twenty-seven identified college leaders on each of six factors. The factors used in the study were: (1) nominations as a leader, (2) relative reputation for leadership (from column placement), (3) college-wide leadership, (4) ties with college district and/or state organizations, (5) ties with college district or state agencies or organizations, and (6) participation on college committees. Each factor was given equal weight and used for sequencing a final placement for each leader.

Leader characterizations were also presented by means of a brief sketch on each leader and by a table summarizing key characterizations. The leaders were found to be composed of ten key administrators, twelve directors, and five designers. Classification and analysis of the leader characterizations

over decades. The chapter will follow with an  
overview of the relationships among the leaders identified and  
described in Chapter IV.

## CHAPTER 2

### INFORMAL AND FORMAL INTERRELATIONSHIPS AMONG THE INDIANTELS

Interrelationships, both informal and formal, among the college Indians will be examined and discussed within this chapter. Using the interview data from interview guide B (see Appendix B and C), a number of interrelationships were identified. Among those of an informal type were: (1) close friendships, (2) project friends and project opponents, and (3) other informal and social groups. The formal associations found to exist which will be discussed were: (1) college organizations, (2) professional organizations, and (3) community organizations. The above categories will be presented by means of tables, figures, and narratives.

#### Informal Interrelationships

##### Close Friendships

The college Indians were given a list of twenty-seven leaders as part of Interview Guide B (see Appendix C). They were asked to identify those persons whom they regarded as close friends. The term "close friends" was explained as a relationship existing between two or more persons including, but also extending beyond, the school day and



personnel (Hill). These individuals could be other leaders and individuals who were not leaders. For example, leader 1 chooses leader 2 and leader 2 also chooses leader 1. In many instances unilateral (non-mutual) choices were made. To illustrate, leader 3 chooses leader 4 as a close friend. Leader 4, however, does not identify leader 3 as a close friend. No limitations were placed on the leaders as to how many persons on the list could be identified as close friends.

Figure 1 represents the mutual choices made among the college leaders. The reader will note, for example, that the line connecting leaders 2 and 3 indicates that each chose the other as close friends. Other leaders have no lines connecting them with other leaders (e.g., leaders 1, 4, and 5), meaning simply that no mutual choices were recorded. In any of the cases where a leader is connected with another as in Figure 1, the leader chose others as close friends. Also, in other cases, others chose a leader as close friend but the choice was not returned.

The use of concentric circles indicates level of reputation for leadership in the college. In Chapter IV the leaders were divided into four groups based on their own column placement by the twenty-seven leaders. The four levels were: key influential, top influential, influential, and lesser influential. Key influential are represented



Figure 2. Social Choices of Friendship among Individuals

In the remaining twenty circles (11) the 11 positions entered, include top influential<sub>11</sub>, influential<sub>11</sub>, and lower influential<sub>11</sub>, respectively.

There were eighty-eight choices made by the twenty-seven influential<sub>11</sub>, fifty-four of which were mutual choices. Thirty-four were unilateral choices. Seven of the leaders made no choices for various reasons. Only fourteen persons, slightly over half, were recipients of mutual choices. The remaining persons chose unilaterally from one to five others, with three choosing two persons each.

Among the eighty-eight mutual choices, one key influential, leader C, received eight choices or nearly 15 percent of all mutual choices made. Key influential E and lower influential G both received six mutual choices. Leaders G and E both held positions of vice-president in the college and leader V held the post of dean. Of the seven lower influential (lower circle) only two of them (leaders V and E) received mutual choices. Of these two, leader V was chosen only by leader E, but the other one, leader E, was chosen by six others. Two other college leaders (F and H) both received five mutual choices of friendship. Leader F was a dean and leader E was a director. Leader E was young, aggressive, and generally had something to say on most topics. His determination and drive seemed to attract similar persons to him. Leader F was also young and aggressive but appeared to the writer as being more thorough.

and 1948. *Continued...* He was with prominent educational organizations since 1948. Particulars of the student activities included in the College, but also among key persons in various offices in, e.g., leader 4; he was held in high regard.

Leaders in the inner circle received more mutual choices than did the leaders in any of the other three circles. The finding is not unexpected, however, since other studies have shown that the key influential usually possess more ties than those having lesser influence. The reader will also notice that the mutual choices tend to descend toward the outermost circles. One exception is found among the influential (circle three) where there is one more mutual choice than was found in circle two. The inflated number of mutual choices in circle three is due to the number of ties possessed by leader 5. His ties were with two key influentials, leaders 2 and 3, two top influentials, leaders 7 and 8, and leader 9, a lesser influential. Leader 5 (see Table IV) held the position of Assistant to the Vice-President in the college.

Leader 3 shows no mutual choices. However, it should be reported that he was the recipient of unilateral choices from the other leaders. Because of his key administrative position he declined to identify any particular persons as close friends. He said that he chose to consider all as friends in one way or another.



an informal association of leaders D who emerged in previous level informal I. However, his mutual choice, from 1 (see Table 2) and 2 (see 1) is the Student Services Director of the College. As for seven leaders at this level, he was the only one receiving more than one mutual choice. The leader will say that leader E had several significant ties among the leaders. He had mutual ties with two key informants, leaders E and G, two top informants, leaders F and H, and two informants, leaders I and J. The rise of leader E have also been important in his promotion to a key administrative post in the organization within the years covered by the study. Not insignificant were his long standing ties with key informant C prior to his coming to the college.

From the data it is apparent that several informal friendship groups of the leaders with some overlapping membership existed in the college. Four possible groups of leaders having mutual choices are shown graphically in Figure 1. Four interesting circles are used to indicate groupings. The leaders within each of the circles had mutual friendship choices. Each of the groups would be classified as a stable informal group in the sense that each member chose every other member. The membership of the groups included one-third ( $N = 9$ ) of the leaders in the study. Group one included leaders A, B, E, and G within the circle with a solid line. The membership of group

two groups with 10 members, 1 member) and group 2, 10 members (4, 4, 2) and group 3, 10 members (5, 5) with elected group leaders. As reported previously, 5 and 6, the two strong administrators associated with the previous section, leader 5 is not included within the third group but leader 6 again is shown as a member. The fourth group is shown by a combination of dots and broken lines. Leader 7, the only leader who was included within all four circles of actual choices, is shown with leaders 1, 8, and 9.

Five leaders are shown outside the visible informed groups. Broken lines are used to show their ties with persons in the groups. These ties do not mean that these persons outside have ties with all members of the group but only with the one to which they are connected with the broken line.

Leader 6, a vice-president of the college, was shown as a member of all four stage informal groups as mentioned previously. His ties had been established within slightly more than two years. By several reports, these ties were generally made within the last year of the study period. Leader 8, one of the old guard administrators, indicated strength by his relationships with those of the four groups. He was also a vice-president of the college. Leader 9, a key influential and executive vice-president of the college, belonged only to group one. However, the number

should have been further investigated/monitored/ necessary because such an individual (Leader J, T, and X) was a key influence linking the three women leaders. Among the members of administration only Leader F, a dean, was not a vice-president of the college.

Although several women were identified as leaders in Chapter IV, only one (Leader X) was among those shown in Figure 2. It appears that she was the key link of the women (Leaders F, H, T, and X) to the administration of the college. The women to whom she related had become known as leaders as regard to their participation in the Faculty Association Steering Committee. Leader H, one of the women, had been recently promoted from within the college. It is probable that both her leadership experience through the Faculty Association Steering Committee as well as her ties with the administration were positive factors contributing to her rise in position.

Only directors and key administrators were shown in Figure 2 as members of the four overlapping groups. The membership of these groups was indicative of their mutual concern of only top administrators and directors. The finding deserves no particular concern, however, because many of the directors were one-half time instructors. Also, of the five full-time instructors identified as leaders, three persons (Leaders J, T, and X) are shown as having ties with a number of one of the groups, leader H. Their



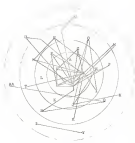


Figure 3: Mutual Choices of Project Friends  
Among Influentials

they were known to one friend (name B) at Lincoln University. The other two primary members (names C and D) were individuals that B's close friendship also knew the leaders (see Figures 1 and 2).

#### Project Friends

Associations among the twenty-seven listed college leaders were also studied by identifying persons with whom the leaders had worked closely on college-wide projects. These persons were referred to as "project friends" and defined as those other leaders most likely to support a college-wide project promoted by the leader being interviewed. Project friends were differentiated from close friends discussed earlier in the sense that the former were limited to joint associations on college projects. Close friends, in contrast, might have included joint project efforts but encompassed a much larger range of associations both in and outside the college. Data were collected by requesting each leader to identify from the list of twenty-seven leaders in Interview Guide B (see Appendix D) those leaders whom they would consider to be project friends. The terms mutual choice and unilateral choice were again used as before. A mutual choice was called mutual and a unilateral choice was one in which two leaders both chose each other.

The data collected on project friends among the leaders as shown in Figure 3. Concentric circles are employed to

discovering prearranged deals of mutual support of key individuals by the administrative/influential and lesser influential. A survey of 375 members from among the twenty-seven project leaders of twenty-seven units likely to support a project initiated by a leader. All choices were made among the leaders only. Group procedures were assumed to have supported projects proposed by unit leaders but for purposes of this study, the support was limited to the named leaders. Of the 375 choices, 187 were unilateral. Of the rest, only three persons (leaders B, E, and I) were not chosen at least one time.

Project activity centered around two key individuals (leaders B and G). Leader B received eleven mutual choices and leader G received thirteen. Among their mutual choices, six leaders chose both B and G. The two key individuals both chose each other, thereby accounting for a total of seven of each of their mutual choices. Although the data show each one as having a loyal group, the two groups were noncompetition.

Only three persons (leaders B, E, and I) received no mutual choices as project friends. Figure 1 shows more than this not chosen by anyone. One of them, leader A, a key administrator, likely received none because of his indirect relationships and behind the scenes influence with the college leadership. It became apparent during the interview with him, however, that he was in close contact

received no choices of the job during round 1, according to the following paragraph: The second leader receiving no choices, leader 2, also expressed to the writer his interest in working around behind the scenes and doing his job quietly but well. This statement by leader 2 along with what appeared to be a lack of understanding of the nature and functions of his job may well have accounted for his low standing in this category. The third person, leader 1, a long-time member of the college community, may have received no actual choices because of her position which involved giving of judgment on the merits of projects for funding purposes and evaluation of other projects and programs. The nature of her personality, a somewhat dominant one, had also alienated some of the male leadership of the college. Many of the leaders did not see her as contributing directly to the projects which they were processing, although it is apparent to the writer that she had contributed greatly to the progress of the institution in many respects.

One of the persons receiving no actual choices, leader 3, chose exclusively fourteen people, none of whom came from each of the levels of influence. One possible reason for his receiving no unopposed choices from those he chose was that much of his work was done with persons outside the college faculty. The results of his activities, while substantial, were often viewed as an indirect assistance

in the presence of the various "background" conditions. The following are likely to be common to all of these cases and would have had the same particularizing effect on any future case that probably has them.

Several leaders ~~emerged~~ emerged as natural choices. Of these, leader B was a newcomer to the organization and, therefore, he had established fewer working relationships than those leaders who had been with the college longer. Two were females, leaders T and E. Leader T had limited her work primarily through the Faculty Association Steering Committee and with some of the top administrators. The other women, leader E, was active, especially with projects having specific relationship to her discipline but generally not involving, directly, the administrators themselves. Another man, leader V, worked quite independently in developing his own division of the college, and, therefore, had limited contact with the leaders themselves except in relationship to his own program. The other leaders openly viewed favorably his contribution to the college, but apparently did not see him contributing directly to particular projects which they were promoting. Two of the other young males, leaders T and E, who chose only each other as project supporters, were known for taking strong positions and promoting them vociferously. Any of the leaders expressed reservations regarding the success of

opposing to the prevailing ideas from the community - the end of 1970 they became visible in the community as this group. However, one among the older faculty members of the college is in dissent part he was not shown due to his frankness and forthright sharp differences of opinion with the leadership of the college. Some leaders viewed him as being against most things which were presented by the college leadership, especially by the administration.

Six persons were chosen mutually by two others, eight persons by three others, and one person by five. Leader B who received five mutual choices was an old guard administrator who had been able to relate successfully with many persons, among them key administrators, and to help provide continuity to the progress and philosophy of the college. His valuable contributions to the organization had been rewarded by several promotions, the most recent being to a key administrative position.

When leaders were considered in regard to project friends there was a relationship between tenure with the college and power as a leader. The three leaders having the largest number of mutual choices as project friends averaged three years, four months tenure. When all the leaders who received three or more mutual choices were considered, the average was in four years, two months. With only one exception, leader C, no leader in the group above had been with the college fewer than three years.

some criteria. (Some 2 persons of people (friends) of  
existing existing leaders, (existing) (existing) (existing) (existing)  
existing the mutual loyalty and progress of group.

#### Project Opponents

Each of the leaders was asked to identify persons among the list of leaders whom they believed would most likely oppose a project that they would propose. This question was included in Interview Guide 3 (see Appendix E). A total of fifty-seven choices were made, considerably fewer than the choices for project friends as noted earlier. All choices for project opponents were again made from among only the list of twenty-seven leaders of the college. Of the fifty-seven choices, thirty-five were unilateral. Only twelve mutual choices were recorded. These data indicate that a positive working relationship existed among the leadership of the college as related to projects which were undertaken. Seven leaders were not able to identify any persons on the list as probable opponents of a project they would propose. Some leaders were reluctant to answer because they felt it would depend upon the nature of the project. However, upon being assured that they were to identify such persons most likely to oppose a project, some leaders were able to identify such persons. Some leaders admitted, of course, that the choice was being made on the basis of past relationships with the person(s) identified. There were no instances where mutual choices were made both of project friends and of project opponents.

and women among all kinds of personal groups, appearing (almost) uniformly under the name of "friend" (friendship) or "acquaintance" (acquaintance) after adopting the name of leader as with regard to friendships and project friends (Figures 1 and 10). As noted earlier, he was quite frank and had experienced some apparently acute differences with college leaders. Two persons, leaders H and T, both selected five persons and both received only one each as a reciprocal choice. Both of these leaders were quite outspoken and unafraid to take a position on a topic. Two other persons, leaders C and E, made four unilateral choices each. Leader C, a vice-president, had had to make several difficult decisions particularly with regard to personnel soon after his coming to the college. These and other happenings were probably accompanied by some opposition expressed by his choices of project opponents. His prestige and success in the position, however, might be indicated by his reception of no mutual choices as a project opponent. With regard to leader E, an instructor, the writer can only speculate as to why she chose several persons as project opponents and received no choices in return. The reason probably lay in her outspoken, aggressive nature as well as her wide exposure to college leaders with respect to an actual production of the college. Of the remaining choices, fourteen persons made three or fewer choices, most of which were unilateral. The data reveal that although there



and have been able to achieve leadership positions (as well as varying degrees of success) in pursuing a climate of good cooperation among all parties of the college.

An analysis of the ten interviewees' perception of project opponents revealed that nine persons (one-third of the leaders) received only one actual choice. The remaining actual choices were received by lesser influential leader AB. Although he did not view opponents, three other leaders also noted him as a project opponent. Upon talking with leader AB the writer found that he did have some strong opinions about various topics related to the college and acknowledged that there had been differences existing between him and some of the college leaders. With particular regard to one topic of disagreement, however, he expressed the feeling that things had worked out better than he had really expected them to and he was more satisfied with the decision than he would have believed possible at an earlier time. The reader should, therefore, understand that leader AB was committed to the organization but often differed in his views for accomplishing those organizational goals. The college administration had proven its ability to tolerate such persons generally known as ambivalents according to Festinger's typology. Leader AB had remained in a leadership position and, at the time of the study, there were no indications of any change being planned.





response to the questionnaire by request, however, as noted before, the number of respondents to that questionnaire was small. However, as the last semester as project coordinator, Thomsen's significant comments indicated that the leaders had been quite successful in reaching consensus with particular regard to projects of a college-wide nature. Of the key informants, only leaders 1 and 2 received a return choice.

#### Other Informal and Social Groups

Beside informal and social groups, many of them overlapping, were identified for the selected college. Data were collected in two ways. First, one of the three major questions asked of the sample of the college population interviewed with Interview Guide A (see Appendix B) was about groups which influence decision-making in the college or which only, perhaps incidentally, perform this function. Second, data on close friendships and project friends discussed previously in this chapter were also utilized. A few non-leaders were known to associate with some of the groups such as the female faculty group. However, the discussion will be confined to those twenty-seven persons identified in the study as leaders. The writer also recognized that other groups composed primarily of non-influentials may exist but these groups, if they did exist, were not believed to significantly affect the decision-making process of the college. The findings are shown as Table 12 of this chapter; a discussion of the data in the table will follow.

Column 11 of Table 12 listed the members of the newly formed group of 1110 Lower Community College. This group met approximately once a week for sharing of ideas and planning prior to the meetings of the major committees. The group included Galloway, Quirk, Ingersoll, Koenigsberg and Penikese. Ingersoll had dropped within the course only during the past year because of his positional relationship to the other members. The existence of this group of leaders was confirmed by one member of the group and by others who had knowledge of the relationship. The leader should note that this administrative group was composed of key administrators with one exception, Penikese.

The membership of a male teachers group composed primarily of key administrators is shown in column (2) of Table 12. The existence of this group was confirmed by several of the members and by other leaders of the college. The group included all the Monday morning group except Penikese. Other leaders such as Galloway and Koenigsberg were reported to be members of this informal group. Galloway, an understudy of Newman, and Koenigsberg, one of the old guard, were logical members of the group because of their ties with the other group members. From time to time other leaders joined the group. Jarvis and Hardy were both named as occasional participants. Jarvis may be expected to become a regular member of the group because of his promotion to a key administrative position which placed him in regular contact with the key members of the teachers group.

Interviews conducted at Little River High School corroborated many findings of the study. The key administrators at the college-- Table 12-- noted that certain groups of persons who associated themselves with particular held interests or qualities. Table 13, a summary of the organization, was not reported as a subdimension of the previously discussed groups. Among, a long-time college mate of Newsum, among others, confirmed his own activity as this circle of leaders. Both Bowdy's and Greening's mutual friendship with Newsum and Bowdy's ties with Greening and Quack were confirmed by the data on close friends (see Figure 1) and project friends (see Figure 4) as well as by interviews with persons in the college.

Other groupings of leaders were known to exist such as the after-school group composed of key influential Newsum and several directors. These persons are shown in Table 12, column 10. Female leaders, Nease and Greening were regulars, while Pamp had recently entered the group at the time of the study. Lindsey, once a regular participant, had since dropped out of the circle by her own admission. The group met informally at a local pub and was one of several mixed groups at the college.

The students group (column 11) was an amalgam of many of the other informal groups at Little River. The group included directors, deans, and other key administrators. Newsum, a key influential, was reported as being the central leader of the group. Kowles, Hedney, and Jarvis

gig workers, among other things. It's a good kind of leadership and an edifying situation. The group members were visitors with different skills needed to run the group, a top administrator, and Harry, in addition, the son of a former from Washington, D.C., who is also a friend of the group. As noted earlier, given to be a friend of the group with respect to finally, Harry's friendship with Greening as well as her position and its significance to the academic function of the College, tied her to the other members of the academic group.

The reader will find in Column (8) of Table 11 a list of leaders belonging to the Student Services Group. Overlapping the academic group, the student services group included primarily leaders having a background in the area of student personal services. Ingersoll and Arkus were key administrators in the Student Services Division of the College. Rowles, Bakop, and Jarvis all held administrative positions and, therefore, worked with Ingersoll. Bakop, a director, and leader among the formal Faculty Association group, worked closely with Ingersoll and other members of the group.

The old guard administrators of the college are shown in Column (7) as another all-male group of the college. Cook, Ingersoll, and Rowles, members of the old guard, worked closely with Pennington, the president, for the past few years. Some persons interviewed believed that the

one of which was/has been/continues to be my mother-in-law (see Table 12). She was/has been/continues to be a member of the Association of the East Shore Campus of the College. Because of her husband's position and her social background, she was/is also identified as a member of the East Shore Campus. At the time of the study she was already considered as a member. Because of her husband's position in the faculty affairs and in the Student Services Division, he often worked closely with me. This latter relationship may be seen in the data on major friends (see Table 11).

Two other groups, all-female in membership, are shown in Table 12, Columns (8) and (9). Female luncheon partners Baker and Greening (Column 8) were reported to be regular associates. The data confirmed that each regarded the other both as close friends (see Figure 1) and/or project friends (see Figure 2). No information was available as to whether others joined the two leaders for lunch. However, other female leaders were named in regard to the faculty group based largely on the East Shore Campus of the College (see column 11). Sprack, Fainster, and Greenwood were the leaders as named. It may be that these family members also joined the two luncheon partners mentioned above although this hypothesis cannot be supported. Since all time of the female leaders had been active leaders and participants of the faculty association, the writer suggests that in all probability many crucial discussions on faculty matters were held during informal luncheons and other gatherings of this group of leaders.



## Student Participation on Major College Committees

Year	Code	Student Committee	Faculty Assessment Planning Committee	Student Committee	Business Committee	Student Athletics Committee
First-Year	A	X X X		X X X	X X X	X X X
B	X X X				X X X	
C	X X X			X X X	X X X	
D			X	X		
E	X X X				X X X	X X X
F				X		X
G			X X X			
H				X		
I	X X X			X X X		
J	X					
K	X		X			
L	X X X			X		X X X
M	X		X			X

TABLE 13. (continued)

Name	Code	Sealed Combustion	Flue-gas Analysis at 100°C	Acidimetric Combustion	Gravimetric Combustion	Gravimetric Combustion at 100°C
Greening	B				2.4	
Lualaba	O		2			
Parry	P		2 2			
Parma	Q					
Redbird	R					
Reddy	S				2.6	1
Ryrie	T		2			
Samap	U				2.8	1.4
Prosser	V					
Quail	W				2	
Redwood	X	2	2 2 2			
Revere	Y		2			
Texas	Z		2			
Trinidad	AA					

### Chapter 11. Leadership Evaluation

#### Background and Purpose

On May twelfth (1966) of 1967, the first of the annual series of the Leadership Conference of 1967, the members of the college and his primary group members took function under a created body. Life (1966) group also holds representation membership committee Review Committee. The Committee and Association to be considered are: (1) College Review Committee, (2) Family Association Steering Committee, (3) Academic Committee, (4) Business Committee.

Table 11 shows for the years of the study the tenure of the leaders on each of the above committees and the Family Association Steering Committee. Each X under a column and beside the name of a leader represents one year of membership on the designated committee. Three X's in a category would, therefore, indicate the continuous participation of a leader for the three-year period. Only three persons, leaders Q, V, and AA, show no participation on the major committees and the Association. A line has been drawn indicating no membership for these three persons. Since the college utilized such a plethora of committees for handling its decisions, the reader should not conclude that the participation of the leaders was limited to the major committees and the Association as shown in Table 11. These formal groups were chosen for the study because of limiting factors such as time.

The key planning committee in 1961-62, the Review Committee, consisted of seven O. G. members. The committee functions were to review and approve, or recommend changes to the other major committees and the president of each College. By 1968-69, the Review Committee had become a subcommittee of the committee from which they originally sprang, the Faculty for final approval, or sent to appropriate administrative officers for implementation. The membership of the Review Committee is composed primarily of the president, the vice-presidents of each of the college divisions, the presidents of the associations-- Faculty, Student, and non-academic, and two staff administrators who report directly to the President of the College.

Within the period studied, six of the leaders served on this key committee for each of three years (see column (1), Table 11). The six persons named included key influential Pennino, Quirk, Jorgensen, and Brown, and top influential Atcholls and Nelson. No leaders were active on this committee for only two years but four were members for one year only. Those who served for one of the three years were: Falsider and Nelson, top influential; Moore, an influential; and Underwood, a lesser influential.

The Faculty Association Steering Committee membership for the three years is shown in column (2) of Table 11.

Because of the charter held by the Association, the Steering Committee stood in a somewhat different relationship to the

by ten larger committees. From the viewpoint of the leadership it had been in view, for twenty years, to have all policies of concern to them. The Steering Committee was selected by the first-year class and, as noted before, held representation on the College Review Committee.

Column G1 shows that for three years two of the college leaders, Ashcraft, a top influential, and Underwood, a lower influential, had served continuously on the committee. Farry, an influential, served for two of the three years. Seven other leaders were active for one year. They were as follows: Folander, Burns, Rowden, Stevens, Irwin, Lindsay, and Hirsch. The latter four and Farry had exerted their influence on the college primarily through the Faculty Association Steering Committee.

Membership of the Academic Committee is also shown in column G2 of Table 12. The committee had the primary responsibility for acting upon proposals dealing with matters of curriculum and instruction in the college. Key administrators and elected faculty members were among the membership of the committee. During the period of the study, for instance, key influentials Friedman and Newman were members of the committee with the latter serving as chairman. Serving the two years were Ashcraft and Collins, top influentials; Greening, an influential; and Jansup, a junior influential. During one of the three years the participating members included Quinlan, Rowden, Stevens, Lindsay, and Gandy.

of campus life. The Student Services Committee, as shown in column III, Table 13, was the most influential of all business organizations in the college. The committee dealt with facilities, programming, personnel, property, recreation, and fiscal matters. The formal list (see Table 13) of the top influential freshmen, sophomores, juniors, and seniors, all held continuous memberships on this important committee. Seidman, a top influential, and Redway, an influential, were active members for two years. Other leaders belonged to the committee for one year only. These leaders serving only one year included Myers, Kendrick, Underwood, and Faircler.

A fifth formal group, the Student Services Committee, is represented in column III of Table 13. The chief concern of this major committee was with the affairs of students in such areas as guidance, counseling, and educational planning. Two top individuals, Pennington and Ingraham, and Owsen, a lesser influential, held membership for three consecutive years. None of the leaders was a member for two years only. Davis, a top influential, and Redway, an influential, were active for one year. Although the Student Services Division of the college was well-represented throughout the college and, potentially, could have been quite influential, the writer could find only a small number of influences in regard to the three major decisions studied (see Chapter VII). The lack of leadership from the committee as shown in Chapter IV was

some of the most important people in the college. It is probable that the director's membership in many of the professional leaders and probably the other officers of the college having significance for the school system. Included in the college. For example, among the top influential individuals, Davies, and Ingersoll all had memberships in professional organizations. Top influential Davies, Ingersoll, and Ingersoll were involved in connection with the student savings division efforts, trained in this area.

### Professional Organizations

Table XIV shows the professional organizations in which the college leaders held membership. Of the twenty-seven persons named as college leaders a total of sixty-four memberships were held in fifty-two organizations. The average number of memberships held was 2.48 with a female average of 2.18 and a male average of 2.88. Only one leader, Pacey, claimed no memberships and one leader each belonged to seven and six organizations (leaders Redway and Quillian, respectively). Five other leaders each belonged to five professional organizations.

When compared by function, instructional faculty members averaged slightly above the mean for the entire group of leaders. Directors, however, averaged 2.88, nearly one-half point below the group mean of 2.48. By administrators, by way of contrast, averaged nearly one point higher than the directors (3.1).

## Table 8 (Contd.)

Professional Organizations, some ratings, given by William Winesap

Organizations	Number of Persons Belonging
National Association of Community Colleges	15
American Personnel and Guidance Association	8
Florida Personnel and Guidance Association	4
Phi Delta Kappa	4
American Psychological Association	3
American Association of Higher Education	3
National Council of Teachers of English	3
Modern Language Association	3
American Association of Humanistic Psychologists	3
Kappa Delta Pi	2
Florida Education Association	2
National Education Association	2
Four other organizations with one member each	1



Memberships Held in Community Organizations

Card#	Bus. (1)	Carlin (2)	Sevch. (3)	Pub. (4)	Arch. (5)	Relig. (6)	Antisl. (7)	Polymath. (8)	Other (9)
A	X	X				X			
B	X								
C	X	X				X			
D			X						
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Florida 22 important community organizations were identified. Twenty-one of these organizations had college members. The Florida Association of Community Colleges had four members; membership of one member in respect of the professional nurses organization, the American Personnel and Guidance Association had eight members. Florida Personnel Guidance Association and Phi Delta Kappa each had one member; and the rank of the organizations had ranged from seven members.

#### Community Organizations

As part one of Interview Guide 2 (see Appendix C) (2000) leaders were asked to specify categories of community organizations to which they belonged. The categories used were: (1) business, (2) civic, (3) governmental, (4) political, (5) religious, (6) social, (7) cultural, and (8) other. The data taken from the responses of the twenty-seven college leaders are summarized on Table 13 with an X indicating membership in an organization. In cases where a leader held membership in more than one organization or category, an arabic numeral was used to indicate the number. While most community organizations mentioned by the leaders could be placed easily into the categories, some confusion was expressed with, for example, the chamber of commerce. The writer decided that in such a case the closest category would be used. Because of its prime commitment to promoting business interests, the chamber was, therefore, placed in the business category.

only 10 respondents, however, volunteered membership affiliations in the business category and 4 in the religious and educational domains. The same amount of leaders in the health care domain, 10, had similar participation, approximately 80% volunteered for an affiliation in which membership was held, even when invited. Among the 10 health care leaders were very experienced. These persons were designated as Table 10 (p. 40) and 11 beside their code name. An eighth person, leader 8, had been active before coming to Little Rock but at the time of the study had not yet had time to establish organizational ties. One of the non-joiners, leader 6, stated that he "helped organizations start up" and "donated money" instead of joining them. Others simply claimed to be uninvolved with no explanation given.

Among the nine categories, the last one, column 11, contained the largest number of organizational memberships, numbering seventeen. The respondents were asked to name specific organizations in this last category. Religious organizations, column 10, were next with ten memberships followed by business, civic, social, and cultural, each having five memberships. Four persons belonged to governmental organizations but thereafter the numbers dwindled to one or two per category. Although the leaders were not requested to specify the organizations in which they held membership (see categories one through eight in Table 10), some volunteered these additional data. The discussion below includes some of the more specific

Organization, and the members.

During 1961, the following was stated (1961 Bureau of the FBI) in a letter to the Dallas and Fort Worth offices, describing the activities of joint membership. Of the four leaders holding memberships in various organizations, four stated to belong to the Social Studies of America. Three of the four leaders were key individuals (leaders A, B, and C), and the fourth was a top individual (leader D). The first organization represented was one which promoted job opportunities in occupational fields.

Civic memberships held by the college leaders also numbered five. Unlike the previous category, however, one woman (leader E) was included among the five persons holding memberships in this category. The other four persons were the previously named members of the chapter of America. Two of the four men, leaders A and B, were in the same civic club, Kiwanis. A third man, leader C, was a Rotarian, and a fourth, leader D, belonged to the Lions Club. The only woman leader of the four, leader E, in this category held membership in Kiwanis.

Business organizations were represented among the four memberships in the governmental classification. Leader E was a member of a commission on Federal relations for a professional organization. Another, leader B, belonged to a committee of the State Board of Regents. The leaders D and E participated jointly on a committee of the State



members; being partly (a) a formal one, membership limited to those named leaders of twenty leadership-related organizations; membership partly related ranging from the study subject to a professional organization, membership organization of named health leaders and friends of the University of Florida.

### Chapter Summary

The formal and informal interrelationships of the twenty-seven named college leaders were discussed in this chapter. Four informal groups based on friendship were found to exist. Findings on mutual choices of project friends and opponents also provided data for comparative purposes. Nine other informal and social groups, many of them overlapping, were identified.

Formal interrelationships studied were: (1) college committee membership, (2) professional organization membership, and (3) community organization membership. Four formal committees and one association were studied for leader participation during a three-year period. With regard to professional organizations, leaders were shown as belonging to fifty-two different ones. A study of eight categories of community organizations revealed that fifty-four memberships were held by the twenty-seven college leaders.

## INVOLVEMENT OF THE COLLEGE STUDENT IN COLLEGE DECISIONS

### Introduction

Three decisions of Little River Community College will be presented in this chapter. The decisions selected for study were selected as: (1) the selection of two deans is the division of Academic Affairs of the college, (2) the local school board's recognition of a high school vocational program operated by the college, and (3) the organization of the college faculty by small interdisciplinary groups called units. Choice of the three decisions was based upon the number of times they were named by the sample of forty college persons interviewed with Interview Guide A (See Appendix B) and upon their suitability for study. One of three questions included in the Interview guide was "What do you consider to be the most significant decisions for issues, problems, or projects which have confronted the college during the past three years, or may have to be resolved in the next few months?" The three selected decisions were among those decisions named in response to the above question. The nature of other decisions named but not chosen for study will be treated







community, religious and political life in the home. The social structure of the nation, community and individual living.

Partnership in the Community and the Individual

The social structure of the community and the college have earlier and discussed in 1944. The various of this chapter were studied the several purposes. Among them were: (1) to find out who the leaders were who had the greatest influence in each decision; (2) to identify groups (formal and informal) in the college who were most influential in each decision; (3) to discover the processes of decision-making for itself; in each case so that college decision-making processes could be summarized and discussed; (4) to compare different stages of decision-making in the colleges; (5) to study relationships existing between administrative faculty and instructional faculty; (6) to learn whether the faculty power structure is competitive or fairly agreeable; and (7) to identify factors from outside the organization which affect internal decision-making.

Many of these persons centrally involved in the decisions were identified as leaders in Chapter IV. In the discussions the leaders will be referred to by their level of influence (see Chapter IV). The levels, in descending order, are: key influential, very influential, influential, and lesser influential.

High School Vocational Decision

Background

The college agreed to assume responsibility for high school vocational programs which had formerly been directed

by the county, general interest. The college was not alone such criticism and the program was not as sound was direction of James Lindbergh Woodson, Middle whose program area was directly related to and, indeed, enhanced by the college involvement in the high school vocational activity. After a one-year assignment as director of the program, Friskie was transferred back to his former position as director of an academic division. Within six months, the college officials began discussions with the local school board regarding a possible resumption of the program by the school board. There was wide consensus among the teachers, particularly among the key participants of the study, that "forces from outside the college" initiated the discussions. However, it was known that the College Review Committee and the Sunday morning group both expressed a growing feeling of the need to relinquish the program to some other agency.

#### Involvement by Groups

When news regarding the possible change of the program from the college back to the county began to break, several groups within the college began involved. Probably the most vehement and active was the Faculty Association. Planning Committee whose members were concerned with the welfare of the program, the students, and the vocational faculty who were considered "our personnel." The college Academic Committee also included among its deliberations

the report of the college committee, they could participate in the other programs of the college. Another board policy yet involved in the discussion was the National Services Committee. Another major college committee, the faculty, among them Trindle, a known influential, felt that the college could do a better job than the school system with the program. They feared that many of the gains by the students would be lost by a transitional back to the county. Finally, a group of administrators, the Monday morning group, were the key decision-makers who worked successfully with the groups mentioned above and with the representatives of the board of the school system. Other college leaders, acting individually, contacted individuals involved in the decision-making.

#### Administrative Involvement

At the request of various groups, especially the Faculty Association Governing Committee, the administrators invited all interested faculty members to become involved in discussions. In particular, those most affected by the probable decision--the high school vocational instructors. The administrators let it be known that the decision was not open for faculty participation except in the sense of discussing implications of such a decision. Most action in the deliberations were administrators and key individuals Norman Quirk and Richard Newsum. Quirk was designated as the "leading spokesman for the college position." Newsum,

Lowery, acting president of governing affairs area, also played a major role in developing relationships, advising fees, and salaries. He was visited with the Faculty Association Executive Director and explained the relationship of the college to the county school board as the area of vocational education. Both Norman Quick and Lornie Ingerson, key individuals of the Sunday morning group, held meetings with the vocational instructors to keep them informed as the deliberations between the college and the school board. Bernard Pennington, a key individual, although not as directly involved with the faculty discussions, was active in concert with the others--Quick, Lowery, and Ingerson. Pennington and Quick, in particular, were directly involved in the discussions which resulted in the decision for the county to resume operation of the vocational program.

Earlier, Quick had been opposed to the county's assuming responsibility for the program. In fact, he expressed this view to the task force on academics and urged their support of the college effort to keep the program if at all possible. After further study, however, he was convinced of the firmness of the resolve by the county to resume the program as well as the probably detrimental effects of trying to resist the efforts of the county. He, along with others, recognized the costs involved and the need for maintaining satisfactory relationships between the

College and the school system. The college faculty viewed the temporary facilities being loaned from the board and "had no choice but to make the decision" to cooperate by letting the county take back the program. The college decision to work with the county was generally agreed to have been a top-level administrative decision. Quash's efforts were crucial to the faculty understanding of the problems relating to the personnel transfer which was of high great concern to the Faculty Association. In a number of sessions he met with the vocational faculty of the Cabot Campus of the college. He also met with other faculty groups seeking information and seeking to express a viewpoint on the upcoming decision.

#### Opposition Groups

The solution to the problem of who would have the high school program was a satisfactory one which most of the respondents in retrospect were at least moderately agreeable to. However, some opposition was voiced by two groups during the period of time in which discussions were being conducted and prior to the rendering of the final decision. Several division directors composed one of these groups. These persons claimed that the college could do a better job with the program with regard to philosophy, commitment, and other factors. Trinkle, a lesser influential who set up the program, felt that it strengthened the college by helping with the readiness of students for

sons of the influential members. Major Arthur, an influential observer who Trimble had ascertained to be influential quite that the program be maintained by the college. Although no action was taken by Stanley Prescott, another director and lesser influential, he, too, agreed that this was the most appropriate course to follow. Orville Bowles, a key influential but not a director, also favored the college keeping the program. No action was taken by him except to contact the county leadership for informational purposes at an early stage of the talks between the college and the county.

The Faculty Association Steering Committee was the other group which worked quite actively to aid the problems as thoroughly as possible. While the association, too, opposed the county's resumption of the program, its primary emphasis was upon the vocational faculty members and their welfare should the change be made. Four members of the steering committee particularly involved in these efforts were influential Marjorie Myrick and lesser influential Leonard Bevers, Wendell Jones, and Linda Underwood. Among their first actions as a committee was to request information from the administration as to what would be the probable effects upon the vocational instructors should the rumored change occur. Shortly thereafter, upon hearing a presentation by Richard Bowles, a key influential, in one of their meetings, the chairman appointed a committee



12. ~~Among the members~~ Robert Langley, an influential, was among several group meeting members chosen for this task. Within a matter of weeks the group again requested further information on the current status of the negotiations between the representatives of the college and the county school board. Shortly the committee also recommended that a committee of vocational instructors be appointed to aid in the preparation of a college position paper on the topic.

Formal actions were also taken by present and former committee members. Lesser influential Bevers and Brown, known for their ability to voice loudly positions as topics of concern to them, made several contacts. Bevers talked unofficially with Bevis concerning the feeling of the committee. Lewis worked with the Farley Committee, a major college committee, which considers all actions by the college committees and associations (See Chapter VI). The chairman of the Faculty Association Steering Committee, lesser influential Underwood, also discussed the problem and its various facets with both Bevis and Quirk. Martha Pulvinder, a top influential, as leader a member and a former chairman of the committee, expressed her support for returning the program. She informally expressed her feelings to leaders Quirk, Bevis, and other members of the college administration.

Academic Committee Involvement

The Academic Committee of the college with policy-making responsibility in the area of vocational education,

was involved in this discussion concerning the high school program. A task force appointed by the Academic Committee had earlier been formed to study the organization of the academic divisions of the college. The group, therefore, discussed with Dulak the college position of not trying to convince the school board that the college should keep the program. Members of the Academic Committee itself at that time included the chairman, key influential persons, key influential Catholic laymen, and influential persons and Lawrence Radway. Discussion expressed a conviction that the program should be resumed. Radway, too, shared this belief and expressed it both to the committee and to the key administrators in informal conversations. Dulak also discussed with Grooming and Radway. Upon hearing the first rumblings of a possible change, she held informal conversations with the chairman of the county school board. Early in the discussions the Academic Committee assessed the commitment of the county and recommended that the college personnel closely associated with the high school program be given "opportunity to discuss implications of the move of vocational programs back to the county". . . prior to making a final, formal decision."

Student Services Committee Involvement:

The Student Services Committee expressed concern for the program because of its involvement in the area of counseling. Discussions were held and key influential and

administration of the division, represented by continued by position of the college to the division. His own involvement in other discussions and negotiations was noted earlier. Another administrator in the area and a key influential, Beverly Brinkley, held informal conversations with key influential Pennimore and Quach concerning the visit of the Student Services Division. She also represented the division as well as her own "individual" viewpoint to the College Review Committee.

#### Final Stages of Decision-Making

While providing opportunities for faculty discussion of the forthcoming decision the administrators reserved the right to decide to cooperate with the county. As expressed by one administrator, the college decision was that it would not try to oppose the school board in its desire to resume operation of the program. Implied, of course, was that the college could have fought the position of the county but, in all likelihood, the result would have been the same since the positive relationship is necessary to the college. The administrators, particularly Pennimore, Quach, and Bennett, joined the representatives of the county school system on several occasions for talks on the subject. The meetings were referred to as "negotiations" and occasions when the parties "hammered out a decision." Resulting from the meetings was a decision which, basically, allowed the county to again operate the high school vocational program and provided that the college could continue to occupy the buildings it had leased from the county--

## CHAPTER 10

### Introduction

This section of the chapter contains a discussion of the relationships among and the activities by the college faculty in the decision-making surrounding the choice of two deans in the academic division of the college. The background events, formation of the selection committee, action by groups and individuals in support of candidates, and the final decision-making process will all be described.

### Background

As early as nine months prior to the choice of the two deans, the economic subcommittee of the Faculty Association Steering Committee of Little River requested information regarding the "vacant" deans for consideration and instruction. The administration, particularly Fenneman and Sevenson, key influential, believed that the organization of academic affairs was sound. Therefore, the administrators named favored another attempt at filling the positions which were being filled temporarily by Sevenson. About the same time, in the midst of a self-study committee meeting of the college, Herman Geist, a key influential, inadvertently, let it be known when the administration favored for the two positions. Before a selection committee was formed Sevenson also talked with directors and urged their support for the split deanships and for key influential Sevenson and lesser influential Jernoy for the jobs. Within

slightly over a month the Academic Committee of the college began discussions concerning the role of the dean.

#### Composition of the Academic Committee

No great action was taken, however, until the formation of a task force of the Academic Committee some five months later. The composition of the committee included representatives from the Academic Committee, The Faculty Association Steering Committee, and the administration of the Division of Academic Affairs of the college (directors). Within a few days Dean Vice-President Swenson called for representatives of the three groups to be appointed to the task force. Three persons were appointed from the Faculty Association Steering Committee, one of which was Wendell Irwin, a former instructor. Three other persons not identified as leaders in the study were appointed from the Academic Committee of the college. From the administration of the division Swenson himself appointed four division directors, all college leaders. There were Gerald Gardner, Helen Greenough, Larry Lowdy, and Woodrow Trumble. Shortly thereafter the Faculty Association Steering Committee discussed with Swenson their claim of equal representation from areas other than the vocational faculty. Recognizing the inequity, he called for a broadening of the committee to include three more persons from the faculty to achieve the desired balance among the vocational, non-vocational, and student services areas of the faculty. Indeed

approximately 4000 students. Deane Parr, is influential, and one non-influential. By three additional persons appointed, Deane Parr is committee met for the first time Deane met with the Faculty Association Steering Committee and suggested Karcher and Jansop as "good opposite tendencies" for the college.

#### Early Committee Activity

A period of several weeks encompassing three meetings elapsed prior to the call of the committee for applications for the vacant descriptions. During the earlier sessions the committee was chaired by key influential Deane who sought from the committee an understanding of the jobs and the types of persons needed for them. He outlined the responsibilities of the committee as follows.

- (1) To assess the functionality of the present organizational structure of academic affairs;
- (2) To identify administrative positions to be filled; and
- (3) To serve as a screening and selection committee for filling the positions.

At the conclusion of the third meeting, the committee expressed support for divided descriptions (one for curriculum and one for instruction) and a readiness to accept applications from prospective and interested parties from within the organization.

At a fourth meeting the committee unanimously decided that the two Deane positions would be full-time appointments both in the Division of Student Services and in the Division of Academic Affairs with the Deane reporting jointly to

for the most part, members of the committee, based on the time Stevens offered for the committee examples of the types of persons whom he felt would be appropriate for the positions. The two persons suggested were again key influential Knowles and lesser influential Jansop both of whom he and Quirk had mentioned earlier as being preferred for the positions.

#### Administrative Activity

A number of the leaders felt that the administration had been trying to select the two dams themselves. The suggestions by Quirk and Stevens could have been taken in this manner. One comment was that there was a "freezing of procedure" from Stevens. The writer was convinced that some pressure was felt whether intended or not by the administration. Stevens also conferred with key influential Ingersoll to gain approval for and support of the joint appointments as recommended by the committee. The conversation between the two key industrialists, however, was likely without regard to specific persons since Ingersoll, by his own admission, did not reveal his choices for the positions. Somewhere, although the time is uncertain, key influential Fennimore contacted top influential Thomas Nelson as regard to the suitability of Arthur Jansop as one of the dams. Top influential and administrator Beverly Arbockle later made contacts with several committee members whom she did not want for the purpose of expressing her support of

particular candidates. However, the administration may have had hopes of negotiating an appointment with the politicians, the tradition of collegiality prevailed. The resignation was forced because of family desire to participate in the selection.

#### Nominations and Activity Among the Candidates

For a period of three weeks applications for the positions of dean were received by the Office of Academic Affairs. Among these began applications received were those of Knowles, Joseph, Jarvis, and Burt. Jarvis entered his name because of his own interest in letting the openness of the decision, knowing that the college administration had earlier expressed a preference for two persons. Beverly Aronick encouraged him to take this step, believing him to be a suitable candidate. The selection committee of academic affairs deliberated on the applications and narrowed down the number of candidates to the four leaders mentioned above. The directors within the Division of Academic Affairs were then consulted by Knowles for their concurrence of support among the four finalists. During this time, the selection committee held individual interviews with each of the finalists (two for each position). Knowles met with the committee a couple of times but it is unknown whether the other candidates went before the group more than one time. When Knowles was asked by the committee for his suggestion of the other dean should be selected,



In the early 1970s, [redacted] [redacted] Jarvis was reported by the committee members as having "sold himself" and "made a good impression" to the group. Evans claimed to have made no contacts or to have taken no other action than appearing before the committee on her own behalf. Jarvis, on the other hand, admitted to keeping in touch with his supporters who kept him "up to date" on the proceedings of the committee. Since Evans was one of three persons with whom he talked, it may be assumed that she, too, was informed of the progress of the selection committee.

#### Informal Group Support

Although there was some crossing of lines among informal groups (see Chapter VI), the pattern is somewhat clear in regard to three candidates. In regard to the fourth, Knowles, there was, with few exceptions, unanimity among committee members and non-committee member leaders. Support for Evans, the only woman among the finalists, came largely from the women's Southern group, the female faculty group, and from lesser influential individuals. The support for Evans stemmed largely from a reaction to the fact that three of the four candidates were trained as student personnel services rather than in a subject matter discipline. These persons felt that particularly the Dean of Instruction should possess a subject matter discipline background such as Evans had. As expressed by one leader, (They were)

group with personal and interpersonal relationships but lacked an area of disciplinary expertise." Support for Jernop, the top, leading candidate, centered largely around Nevins and the academic group with the exception of influential Ashrop and lesser influential Quinlan. Quinlan had earlier favored Jernop for the position but was later convinced that Jarvis was the more suitable choice.

#### Faculty Involvement

A number of faculty members were active as individuals in the selection process. Among them were: top influential Ashcroft, influential Perry, and lesser influential Irwin, all representing the Faculty Association Steering Committee. Perry was labeled by several persons as a key leader among the members of the committee. By his own admission he worked only with the "committee as a whole." Irwin's role during the interviews was that of questioning the nominees. He also served as a communication link with his faculty unit located at East Stock campus. Ashcroft performed a number of functions in the process. After his appointment by Nevins, he personally selected Perry, Irwin, and another person not identified in the study from the Faculty Association Steering Committee of which he was chairman. He viewed his role primarily as a facilitator of dialog during committee deliberations. During the final stages of the selection process he chaired the meetings of the Selections committee in place of Nevins.

Some faculty members who were active but not committee members were Margaret Sprick, an influential, and top influential Martha Folander. Folander made informal contacts with administrators and committee members. She made her position well known particularly during discussions with numerous officers on faculty planning days. She stated that she worked closely with "most of the leaders." Sprick, interested in Swers as a candidate, contacted lesser influential Linda Underwood in regard to non-support of Swers' opponent. She also shared her views with lesser influential Irvin, a member of the same faculty unit. Part of her concern was due to the likelihood of both doors coming from the Student Services Division of the college as mentioned previously.

#### Recommendations by the Directors

The directors who represented the administration of the academic affairs division included Quinlan, Greening, Brady, and Trumble, as mentioned before. Brady spoke both for and against both of the candidates for dean for various reasons, believing each had strong and weak points. Influential Greening, a close friend of top influential Brady, tried to support Swersson's interests and suggestions and, therefore, was more favorable toward Brady as dean for curriculum. Quinlan went into the committee also believing that Greening would be his preference but changed to Jarvis following the interview with him. Quinlan's chief role was to relate

the majority of the members of the committee, including those with whom he associated. As fourth director, Lester influenced initial thinking, carried on campus-wide and inside the committee to represent the interests of the wider faculty members of the college. As a committee member he also sought to focus the attention of the selection committee upon functional rather than personal criteria by which to judge the candidates. Lester influential President who was not a member of the committee attended the meeting of directors with Messers following the naming of the finalists. He stated that his involvement in the selection process was limited to this single activity.

Final Activities in the Selection Process

After interviews with the finalists, Kessler, Jarvis, Jensen, and Bore, no discussion was held within the selection committee. A secret ballot was cast and the ballots were burned. The announcement of the decision by the committee was made about three weeks following the fourth meeting of the selection committee. At this time it was also revealed that the persons chosen, Kessler and Jarvis, had been accepted by the Vice-presidents and by President Bernard Fennimore. The names of the candidates were then forwarded to the Board of Trustees for formal adoption at the regular meeting the following month.

Introduction

The college philosophy reflected the learning process and the related concept of the small, composed of interdisciplinary faculty units were generally credited largely to Bernard Ferguson, the president. Since the early days of the college his leadership had continued to provide direction for the organization. Many concepts which he brought to the college such as the house/unit (cluster college) concept were discussed during the first year of college operation by the faculty. Those college leaders included in the early discussions were key influential Orville Kinsley and top influential Catherine Salinas. Because of the college philosophy of respect and concurrent commitment to the teaching/learning act, efforts were early made to define means for achieving these ends. The house/unit concept was among the most important of the generalized concepts.

Early in the second year of operation of the college the Academic Committee was informed by the dean of liberal arts of the forthcoming development of units within the liberal arts area. The purpose of the units was to "improve communications among faculty members." Presented by the dean, the concept was greeted with immediate enthusiasm by many faculty members, including those outside the liberal arts faculty. Three persons not identified as leaders in

Mr. Hart was elected as the head of faculty in order  
to lead the way to general education afterwards a memorandum  
from the Dean of Students Hartill noted that all faculty  
had been placed in homogeneous units. Among the faculty  
members named as leaders at that time were key influ-  
ential members; top influential Martha Fulwider and Arthur  
Jarvis; influential Helen Greening, Janet Evans, and  
Madame Lindsay, and lesser influential Marshall Gosselin,  
Gerald Jessup, and Woodrow Tristie. The number of units  
was expanded to six within two months. One of the six ap-  
pointed leaders was Marshall Gosselin named above: he and  
the other leaders were challenged to "study, plan, and put  
into operation the unit concept." Although the dream of  
liberal arts remained with the college for another year  
and a half, no action was taken to implement the concept  
further than the paper organization which has been described.

In the spring of that same school year the Academic  
Committee of the college began talking about a block-time  
program of three general education courses. This discussion  
and subsequent ones on the topic forestalled the develop-  
ment of the first experimental unit known as Unit One, West  
End Campus. Unit One was to be self-contained in the sense  
that both faculty and students would work together in a  
shared space and for a period of time belong to no other unit.

Shortly after the discussion mentioned above, top  
influential Martha Fulwider announced to the Faculty Association

First and foremost, the concept of a house/unit was explored as organizing the faculty by interdisciplinary units in preparation for the new campus. Within two months after this announcement the steering committee recommended the formation of an ad hoc committee for developing the methodology for involving faculty in the planning of the permanent campus. Among the known faculty leaders selected for the committee were Trinkle as chairman, Deane, and Peckolter. From this point onward it was apparent that the administration attempted to include widely the faculty in the planning phases of the permanent campus.

Early in the fall of the third year at the college an announcement was made to the Faculty Association Steering Committee that "four units will be selected" in the winter term. However, as with the earlier announcement, no implementation occurred. Meanwhile, discussions were proceeding in which faculty members were exploring and sharing ideas as to the types of units most appropriate for Lincoln River and consonant with the philosophy of the community college.

The Fall of the Unit

The most definitive steps relating to the decision for and implementation of a unit concept came during the same period beginning with the study. Early in 1968 the Faculty Association Steering Committee asked President Bernard Fennimore to give another explanation of his conception of a house/unit organization and show slides of the proposed

the campus as a whole. The unit system was described as "an organizational structure of the college in which the existing administrative units, about four in number, would be placed."

By spring 1954 another committee received an earlier recommendation for full implementation of the "unit system" during that same term "in order to facilitate faculty involvement in scheduling and course offerings." Although the unit system was not implemented immediately, the committee was soon to be set up. Meanwhile, throughout the summer the Leadership Committee of the college continued discussions focused on the nature of the "unit unit." The discussions were an outgrowth of the earlier discussions of the committee concerning the Kinship program.

During the summer a new dean for instruction, not identified in this study, was named by the college administration. He had been associated formerly with the college and had held a convincing strong commitment to the concept of the unit system as suggested by the president and discussed by the faculty. Under the joint administrative leadership of the dean and a director of the West End Campus, also not named as a leader, the initial units were organized and tested.

Organization and Development of Unit One

At the encouragement of the dean named above a group of six faculty members exhibiting interest in forming units



was selected, representing our identified and united vision for a unit. Top influential members, Director of the General Education Program (GEP) and Dean, assisted in suggesting people to be included. The Dean was supportive of the later efforts of the unit. Top influential Catherine Delmon and other members of the Staff and Program Development Committee worked with the chosen faculty members to produce a proposal which resulted in funding for the project. Top influential Folzender participated as a member of the unit. As a member in the unit, top influential Ashcraft later shared with faculty members the experiences of the Unit One experiment. He met with and assisted faculty groups during their initial unit planning sessions.

#### Organization and Development of Unit Two

During the formative stages of discussion for Unit One a faculty member not identified as a leader realized that his conception of a unit as an English house or family was quite in contrast to that of the group's black-white conceptualization. He, therefore, broke away and began to gather persons sharing his own view of the unit. Because the administration was interested in experimenting with varying types of units, the group was encouraged and supported in their efforts. Support came particularly from the dean, the West End Campus director, and President Bernard Fanderson. Although in physical terms the formation of Unit Two, West End Campus, was about two years

behind the realization of that one. The study unit began functioning in a limited manner as a group of instructors at about the same time. Lesser influential teachers worked closely with the instructor in defining the nature of the unit, choosing participants, and designing physical layout. He became the leader of the unit within a short time and continued in that capacity during the time of the study. Influential Lindsey was also a member of the unit and supported the activities of the group. She later attempted, along with similar efforts by Hagopian, to get the faculty to look at the strengths and weaknesses of the varying types of units so that guidelines could be formed for their development and operation.

#### Involvement by College Committees

The committees of the college were meanwhile actively involved in decision-making. The college Academic Committee was concurrently considering plans for space utilization throughout the fall of the fourth year. As reported to the Faculty Association Steering Committee, the changes being proposed by the director of the West End Campus for the consideration of the Academic Committee "would result in three main units." During the same term the steering committee was also discussing potentially operating units as well as the possibility of establishing others on other college campuses. Influential Sears asked lesser influential Underwood, chairman of the steering committee, "to

the 14 Study Group members were at Washington Campus and located in Eastwood. The Board, composed of the College, Inc. received its recommendation from the West End Board for the renovations at West End. Acceptance of the recommendation was given with the stipulation that "these proposals receive careful review by all standing committees before actual construction is begun." A continuing effort was made in this and all major matters to include in all discussions interested and affected persons and committees of the college. Before the end of the Fall term the Academic Committee was also hearing a presentation of and discussing the nature of the new Unit Two which was formally and physically to come into being in the winter term.

#### CONCEPT OF UNIT ONE, EAST WOOD CAMPUS

With the coming of the new calendar year, the Academic Committee of the college again became involved in deliberations concerning the unit concept. A proposal was presented by influential Board members not named as leaders for the formation of Unit One, East Wood Campus, a third version of a unit. Approval "in principle" was given by the committee "when all aspects of the proposal can be worked out." The third version of the unit was to be that of a learning laboratory having an interdisciplinary staff and a staff of paraprofessionals. About four weeks following the action of the Academic Committee the Business Committee of the college also reviewed the proposal

and requested that the provisions of such law be juring of the personnel be delivered until the summer term.

### Administrative leadership

In early March key individual Richard Swenson was hired by the college and began duties as a key administrator in the Division of Academic Affairs. Under his leadership the formation and nurture of later units as well as support for currently existing ones were strongly exhibited.

During the end of the spring term the general session of the faculty planning day focused upon existing branch/unit concepts. During and shortly after this time the administration made a concerted effort to "unite" the entire faculty since many still were not a part of a unit. Both the dean of instruction, mentioned earlier, and Swenson strongly pushed to fully implement the concept. The dean, in particular, as reported by several leaders, made his position clear that if you did not join a unit you were not in harmony with the philosophy of Little River Community College. The Faculty Association Steering Committee's internal subcommittee members reported that "some instructors felt they were being railroaded into units, and that many were unhappy about this." Key influential Warren Quirk, valuing the concept and the significance of a positive attitude toward it, urged the dean "not to push as hard" that the concept would be damaged. Swenson, too, despite his enthusiasm for the unit, apparently tempered his own

ability (if any) of the people concerned in some manner of the family.

Although not an exemplar of the position of the House/Unit concept as was the case, he soon encouraged successfully the development of the concept in several ways. He supported the activities of the Space Committee, a subcommittee of the college Academic Committee. At a meeting during the summer he reported the submission of a comprehensive master plan "oriented toward unit-type housing." Subsequent meetings of the Academic Committee of which he was chairman dealt with the activities and progress of the Space Committee. Sewcom also approved and assisted in the process of budgeting funds for each house (campus), and in some cases, for units as well. Later, he recommended for the administration a change among campus directors believing that such a change would make the House/unit organization more functional. The move was supported by the faculty who realized that the units would grow as they were supported and nurtured by the directors of the houses and the academic directors of the college. Among the new directors appointed was architectural Lawrence Eddy whose key responsibility was to assure the continuation of the units. About one and a half years later he was to be selected by Sewcom as an administrator in the Office of Academic Affairs.

### Faculty Involvement

The Faculty Involvement Advisory Committee, exhibiting a continuing interest in the home/unit system, worked continually to strengthen the concept as a political entity. Likewise, efforts were made during the spring of the following calendar year, the final year of the study, to explore through the Commission's subcommittee of the association ways to increase the effectiveness of the home/unit system. Faculty members with interests in this area were urged to contact the appropriate faculty representatives of the subcommittee to see what they could contribute to the effort.

### Organizational Development

Among the efforts to initiate the college were those of the leadership of the Division of Student Services. A belief had arisen in the division that the counseling and guidance services might be more effectively delivered from the central guidance center and distributed throughout the college. Key influential Sammie Ingersoll, an administrator of the division, expressed this belief by seeking one morning and personally deciding that decentralization of services would increase the effectiveness of his staff. Seeking dispersion of counselors into faculty units, he gathered together several leaders to assist in assignment of the staff to advising family units. These persons assisting in the task were: key influential Bowles, and top influential Beverly Arbrechie, Elaine Rosenoff, and Arthur Jarvis.

Many primary parts of the unit, including mailings, were collected by the unit itself. However, the rated letters and their replies, regarding names or placement,

#### Participation by the Directors

Full acceptance and implementation of the house/unit system by the college rested heavily upon the cooperation of the directors of the college campuses (now called houses) and of the directors of the academic areas. Their support of the system through encouraging faculty to join and, indeed, assignment of some to units, was crucial to the success of the decision to organize the faculty in this way. Top influential Dewey, influential Parker, and lesser influential Prescott each assisted the house directors in the task of faculty placement. Leaders Dewey and Parker also both taught courses within a unit. Another director, influential Barry, whose chief responsibility was Washington Campus, had also cooperated in finding units among the faculty. He attempted successfully to get the unit members to study what was going on in their unit and both the house and the college as a whole. He was believed by several leaders to have a growing influence among the faculty at the time of the study. Another director of an academic area, lesser influential Trimble, apparently contributed to the unit efforts by working among the other directors and the unit staffs. He expressed to this writer his attempts to identify problems associated with the unit-type organization

sure globally. The Director of our Fuel Sector, International Safety, assumed major responsibilities in advising the management of the plant. He shared the experience of the college with the heavy/oil system by making presentations to extramural groups interested in innovations in the refinery college.

David Leonard, Jeff Graham, Paul Dwyer, Anthony ...

Three other leaders among the faculty made contributions in regard to the decision to initiate the college. Top influential Fairbrother, mentioned earlier in connection with the Faculty Association steering committee, was one of these persons. She discussed the concept with President Fennimore and other named administrators and instructors. Her position of questioning the value of the unit as an alternative to a departmental structure became well-known. Lesser influential Underwood cooperated in the dissemination of information about the units. As chairman of the steering committee during the full implementation phase of the team/unit system, she met both with individuals and committees as a proponent of the concept. Influential Spruck, a third faculty member, stated her agreement with the concept in general terms but expressed her recognition of practical problems such as those associated with selection of members of the units. Her actions centered primarily around planning and supporting the activities of a unit at East Shore State.



### Summary of the Third Negotiating Meeting

Three decisions of administrative importance were discussed in the chapter. The first was a decision made by key administrators of the college in concert with officials of the county board of education for the county to reduce operations of a high school vocational program. Two-thirds of the college leaders and six groups were involved in discussions relating to the implications of the decision. Unlike the other two selected decisions, however, the decision was not open to the faculty except for input relative to certain aspects such as the welfare of the teachers affected by the decision. Also, unlike the other two decisions studied, pressures were exerted from outside the college which prompted the key administrators to decide to cooperate with the county. Although eighteen college leaders were involved in the discussions, slightly fewer than in the others studied, only the four top administrators of the college (leaders 2, 3, 4, 5) directly participated in the negotiated decision. One of these administrators, leader 2, was the leading spokesman for the college. The Monday morning group, an informal group of key administrators, and the Faculty Association Steering Committee were the key groups participating in the decision.

The top administrators frankly stated that they believed the college was badly without a choice under the circumstances. Although they cooperated fully with the county,

understandings were made. The decision-making process described they participated in was a shared one. Faculty members. The data showed efforts were clearly made to discuss fears, misunderstandings, and faculty welfare related to the decision. The writer believes the high school vocational faculty members were probably able to make the transition more smoothly as a result of sustained efforts by the steering committee.

The selection of two deans for the Division of Academic Affairs of the college was the second major decision studied. More like the third decision, three-fourths of the leaders and seven groups (three informal, three formal, and one association) were involved in the decision-making process. A task force serving as a subcommittee of the College Academic Committee was the focal point of activity. The widely representative task force, serving as a selection committee, assessed, interviewed, and chose by secret ballot persons for the two positions. The writer found some activity among the informal groups, more than in any of the other two decisions discussed in the chapter. Nevertheless, the primary activities were centered in the members and leaders of the task force (leaders M, N, K, P, W, J, and) and in the key administrator of the Division of Academic Affairs of the college, leader C. Exemplary of power relationships, the faculty was shown in its efforts to counter-balance administrative shadow and power. The faculty

concerning whether faculty had adequate representation in final administration in the interview concerning committees and programs to include all segments of the faculty. Efforts of the task force and other faculty members also resulted in the selection of a person far less of the job, other than the one less whom the administration had over-preserved professors.

Decision three related to the organization of the faculty by houses and units as a means for promoting better thinking and improved professional relationships. Having widest participation (twenty-three leaders, seven formal committees, and one association) this decision is probably the most typical of those studied. In a collegial organization such as Little River this finding regarding the decision is indeed appropriate. Although the administrators had a direction in mind for the college, time, funds, encouragement, and other assistance were provided for the faculty to decide for itself whether, in fact, this was the appropriate direction for the organization. Experiments, some misunderstandings, groping, and uncertainty and failure were all part and parcel of the process by which the decision was finalized. In the writer's opinion, the decision, although laborious and slow, represents the fruit of collegiality--careful consideration of alternatives, wide participation, testing, and replacement of products. As illustrated in this decision, the process is usually

not fully considered ~~many~~ ~~for~~ ~~consequences~~ ~~as~~ ~~ever~~  
 being sought. The real ~~limit~~ ~~condition~~, was not in the  
 product itself, however significant, but in the process  
 itself--a witness to the fact that men can share ideas,  
 work together, and create, given the proper organization.

### Chapter Summary

Chapter 4, containing a discussion of decisions (issues, projects, or situations) raised by the forty people interviewed with Interview Guide A. Three decisions were selected for study from the ones raised by the respondents. A full discussion of the three selected decisions was made with emphasis upon the dynamics of the decision-making process. All of the topics, including the three selected for in-depth study, were found to be of particular interest.

## CHAPTER VII

### SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The content of this final chapter will deal with the summarization of the principal findings of the study. In light of the findings, general conclusions will be drawn for the convenience of the reader. Some implications and recommendations for the practice of educational administration will be presented.

The major purpose of this study was to investigate decision-making in a community college. This and similar types of studies have been conducted for the purpose of identifying leaders and circumstances of influence or leadership and of showing their effect upon the process of decision-making. Within this framework, the following major questions were studied in the present investigation:

- (1) What major decisions were made in the selected college during the years 1968 - 1971?
- (2) Who were the individuals who participated in the process of decision-making?
- (3) What informal associations of individuals participated in these decisions?
- (4) How did the decision-making process function?

Using the instruments developed at the University of Florida, Interview Guide A and Interview Guide B (see Appendixes B and C), the researcher was able to identify influential persons within the college. The procedure was that of first interviewing a cross-section of the college, a total of forty persons, with Interview Guide A to determine important issues, decisions, or projects of the past three years; to identify persons who were perceived as leaders within the college social system; and to determine groups of persons. The individuals identified through this procedure were then interviewed with Interview Guide B for the following purposes: (1) to get their perception of the extent of influence held by the other leaders, (2) to gather information on their knowledge of and participation in selected decisions of college-wide concern; (3) to gather information relating to informal organization of the individuals; and (4) to collect supplementary information.

Using this methodology, twenty-seven persons were named as leaders of the college. In terms of percentage of the total faculty, the group represents a relatively wide participation in leadership -- over 11 percent of the full-time faculty members. The twenty-seven leaders included ten key administrators, twelve directors most of whom might hold-time as additions to their administrative responsibilities, and five full-time instructors. Such a group was found to be representative of a large spectrum of the college at nearly all levels.

### Findings

A summary of the data revealed important characteristics of the leaders. Those to be discussed are sex, age, educational level, years in the field of education, years of service to the college, and concentration of leadership by campus location. The composition by sex included nineteen males and eight females. Of the key administrators, 75 percent were male.

In terms of age, twelve leaders were in the thirty-one to forty age group. Of the same category, 75 percent were key administrators. Among the faculty individuals the age spread was from the twenty-one to thirty category to beyond the age fifty.

Educational level, a third characteristic, revealed that none of the leaders held less than a master's degree. Over half of the administrators and directors held a doctorate.

Analysis of years in the field of education showed that no leader had been in educational activities fewer than ten years. Furthermore, all directors had been in the field for over four years and 80 percent of the key administrators over sixteen years.

An analysis of years of service with the college, characteristic five, showed that a majority of the individuals (74 percent) had served for over three years. Of the directors, two-thirds had been with the college for over four years.



### Concentration of Leadership by Campus Location

The concentration of leadership by campus location was found to be primarily at the West End Campus with about 31 percent of the leadership housed there. The East Shore Campus was the location for another 30 percent of the college leadership. Washington Campus, a third college location, had the remaining persons and the Cabot Campus, a fourth location, had none (see Chapter IV).

In chapter IV, the perceptions of extent of influence by the leaders of the college held by two groups of leaders were compared in order to compute statistically a correlation coefficient for this relationship. The two groups were subgroups of the twenty-seven identified as leaders. The first group was composed of key administrators who were also named as leaders. The remaining leaders among the twenty-seven composed the second group. Employing a Spearman Rank Order Calculation, a .82 relationship was found to exist between perceptions of the leadership of the college, in terms of rank order.

### Existence of Informal Groups

Informal relationships were found to exist among the informants. These involved close friendships, project activity, and other informal and social groupings. A study of friendships was possible by making use of the data from the leader's identification of those persons whom he considered as close friends. Fifty-four mutual choices

with eight other (various or unknown) who were also in the leaders receiving mutual choices. One key influential, Richard Brown, received over 20 nominations and became a member received by any one leader. This group was classified as members of four overlapping stable informal groups defined as membership in which each member chooses every other member. The membership of the four groups was all-male with one exception. Full-time instructors were not included among the directors and key administrators who composed these groups. Nevertheless, they did have significant ties through two or three of the persons in the four groups. Group one was an all-male group composed of three vice-presidents and one dean. In the second group, also all-male, were two vice-presidents and two deans. The only male-female group, group four, was composed of one vice-president, one dean, and two directors.

Project activity, a second form of association studied, was determined through the assistance of the leaders in identifying other leaders both whom they would likely reach out for support and/or for opposition of a college-wide project. Seventy-two mutual choices were made of project friends. Project activities centered around two key influential, Raymond Vice-President Quick and Vice-President Newman. One received eleven mutual choices and the other thirteen. Each chose each other and six of their mutual choices were shared with the same persons.

It is also noted that there were approximately 17% disagreements of overlapping or competitive groups of leaders. Only three college leaders received no mutual choices as project friends.

The analysis of project opponents, by way of contrast, showed that only twelve mutual choices were made involving only ten of the twenty-seven leaders. Only two key influential were involved. Seven of the leaders could not identify any persons as probable opponents. From these data it was possible to arrive at a tentative conclusion that there existed little disharmony among the leadership of the college. This may be due to a commitment to consensus on decisions.

Other informal and social groupings were identified in reply to a question concerning the presence of groups in the college which associated and either directly or indirectly participated in decision-making. Nine such groups were identified. These informal and social groups found to exist were: (1) the Monday morning group, (2) the male luncheon group, (3) the golfing group, (4) the after school social group, (5) the academics group, (6) the student services group, (7) the old guard administrator group, (8) the female luncheon group, and (9) the female faculty group. Each group had both a relatively stable and fringe or fluctuating membership which had changed, in most cases, within the past three years. As may be noted

by the short time period, i.e., 1964-70, there was some overlapping. An example is that of the academic, graduate, services, and golfing groups. The groups consisted primarily of administrators but also included some instructors. It is believed that other groupings existed among the non-instructionals but the data was not clear enough to provide distinct information on their existence.

### Formal Groupings

Formal relationships were also studied among the leaders. Formal college committees and the Faculty Association steering committee, professional organizations, and community organizations were the principal considerations. Four college committees and the Faculty Association steering committee were analyzed in terms of membership. All the instructional except two were involved in the major committees and/or Association activity some time during the three years covered by the study. Nine leaders were members of one or more groups during all of the three years. For two years of the time, six leaders were involved with one or more groups. Fourteen college leaders belonged and participated for at least one year in one or more committees or in the association.

Professional organizational memberships, a second aspect of the formal relationships, was found to involve a total of ninety-four memberships, or an average of 3.44 for each leader. Fifty-two organizations were listed with

of 12 general membership meetings and further identification of Communist colleges. Forty in all were identified, with twenty being by only one source.

The third consideration of foreign organizations among the leadership was community or college district organizations. Eight categories were used: business, civic, governmental, political, religious, social, cultural, and other. Fifty-four memberships were held among these eight categories. The majority held memberships in at least one organization, although eight did not belong to any at the time of the study. Of these, seven labeled themselves as non-Jews. One was a Jew who had recently been hired by the college but who had not yet had time to associate with any group but intended to do so. The "other" category contained seventeen memberships, followed by religious with ten and the three categories of civic, social, and cultural each having five. Four Jewish memberships were held in the chamber of commerce, three by key informants.

#### Analysis of Decisions

Three decisions were identified as having been of general college-wide importance during the three years covered by the study. They were: (i) a decision to turn back to the local county school system a high school vocational program diverted by the college; (ii) a decision by a specially chosen committee for the selection of two deans in academic affairs, and (iii) a collegial decision

University's concept of the curriculum in the faculty as houses and units, instructional personnel and evaluation gave smaller decisions. The third decision was discussed widely, particularly at the top/leg of the Faculty Association Steering Committee. The decision, however, was made mainly by the top administrators of the college and by the leadership of the local school system. The selection of deans, a second decision studied, was made by a broadly representative faculty group. Shared decision-making was seen in this decision and, particularly, in the third one studied. Finally, the decision to organize the faculty by houses and units was, perhaps, the most typical of the college in terms of its professed commitment to a collegial organization. Although the general idea seemed to have come from the administration, its study, development, and implementation were the result of broad participation by instructional and administrative faculty leaders.

Eighteen leaders and six groups were involved in the discussions pertaining to the high school vocational program decision. Only four key administrators were directly involved in the final decision, however. The second decision, selection of deans, involved more directly a greater number of persons. Deans groups and twenty-one leaders in one way or another, played a part. Of the leaders, eight or over 48 percent, were active members of the selection committee. The house/unit decision, the third one studied,

and (2) leadership influence. The first group consisted of the leaders among themselves and related administrative efforts and related, because of the nature of his job, was not included. The nature of the decision as well as the length of consideration by the college committee may be, in part, responsible for the first place in terms of wide participation.

### Conclusions

1. Wide sharing of leadership existed among members of the faculty of the college selected for the study. Of whom nearly 14 percent of the faculty and administrators acted as leaders, over 42 percent were not key administrators of the college. Leadership was not confined to those persons holding top status administrative positions. Nearly 10 percent of the leaders were women, only one of which held an administrative position.

2. Among the administrative and non-administrative leaders of the college there was relative agreement upon the extent of influence held by the leaders themselves. The study showed a .52 correlation when the leadership rankings as given by key administrative leaders and by non-key administrative leaders was compared.

3. Referral groups were an important element in the social system through which decisions were made. Four of the groups identified were particularly active in that

small number of top leaders were found working with them. Only part-time and no full-time instructional leading responsibilities were found in these administrator-dominated groups. Two noncompetitive work groups based on project activity were also identified. Each of these centered around a top administrator and included among their membership most of the leaders. In addition, some other informal and social groups of leaders were identified.

4. Formally organized groups were found to be important in the decision-making process. These formal groups included college committees, professional organizations, and college district organizations. With only three exceptions, the leaders identified in the study were all involved in one or more major committees of the college. Nearly half of the leaders participated actively in an average of one or more major committees each of the three years included in the study. Professional memberships held averaged 1-12 for each leader. Leader participation in community organizations was diverse but relatively small with nearly 18 percent considering themselves to be non-joiners.

5. A study of the three selected decisions revealed that the process of decision-making and the number of leaders involved varied considerably according to the decisions under consideration. One decision was found to have been made by four top administrative leaders of the college in concert with top leaders of the local school board. A second decision studied was made by an appellate, broadly



representation among executive leaders included over 60 percent of the leaders identified and other members of the faculty. Unlike the other two decisions, a third decision studied covered several years and involved eight groups and 70 percent of the college leaders.

4. Having apparent relationship to the collegial organization of the college, the study showed that relatively little opposition existed among the leaders with regard to project activity. Seventy-two mutual choices were recorded for project friends as contrasted with twelve mutual choices for project opponents.

#### Implications and Recommendations

The educational administrator cannot understand the total organizational system for decision-making through concentrating upon the formal structure for the process. Some observers have contended that knowledge of the informal and formal processes must be superimposed and understood as a total system in order to understand the real, dynamic organizational system. This study demonstrated that the interplay of the formal and informal leadership systems was important in providing leadership in the college studied.

1. The writer recommends that college administrators study the formal and informal exercises of influence as organizational decision-making for the purpose of improving

the classroom groupings, and lower interest under participation conditions (3.43-4.43) than in the College than evident in some other colleges studied. There was much opportunity to increase the growth of participation and possibly improve the quality of participation.

2. Knowledge of the system as provided in this study provides a useful resource in helping the faculty bring about organizational change and improvement. Other studies have demonstrated that, where the administrator ignores the informal organization, he may be at a disadvantage in promoting innovation and change. The writer feels that all strategies for promoting change should take into account the leadership structure within the college as evidenced by thoughtful study and analysis of the system.

3. The writer recommends that prospective college administrators be provided some experience in assessing the leadership structure of colleges. This would develop expertise in recognizing the significance of the combined formal and informal aspects of the faculty leadership structure.

4. Communication channels have been found to operate through informal groups of persons in an organization in this and other studies. The writer recommends that additional studies be conducted to identify leaders and patterns of association as a means of enhancing both the quality and

community of administrators. This growing potential sophisticated knowledge of operating internal channels of communication can lead to improved timely flows of information, increasing greater exchange of ideas between subsystems.

3. Current viewpoints are often held by members of informal groups existing in an organization. As with individual viewpoints, group norms and positions should be considered in the face of decision-making having effect upon those groups. The writer believes that as the community college administrator gains a greater knowledge of informal groups and their norms he will be able to give more intelligent consideration to all relevant points of view prior to seeking consensus on decisions.

4. The writer recommends that studies with comparative designs be conducted as a follow-up of this study. For example, colleges might be selected for their presumed collegial and bureaucratic type organizations. Comparative data might then show more conclusively the results of different types of organizations with regard to informal and formal machinery for decision-making.

## APPENDIX B

Administrative Units of a Group Meeting of Colleges/Universities

One Level Meeting

**Key Administrators**

President

Executive vice-president

Other vice-presidents

Academic affairs

Student services

Associate vice-president

Five deans

Director of Fiscal Affairs (substitute for Vice-President  
for Business Affairs)

**Division Directors**

Business

Educational programs

Engineering

Health

Humanities

Math/Science

Social sciences

**Campus Directors**

Osaka Campus

Washington Campus

East Shore Campus

West End Campus

Chairman of the Faculty Affiliated Student Association

Full-time instructional positions are represented by approximately 4000

each of the following areas:

Vocational

Technical

Continuing and adult education

Compensatory/remedial

Special services faculty (one person from each area)

Counseling

Information and publications

Learning resources

Research

Development

Student activities

President of the student association

Member of the International Club

Career service personnel

President of the career association

One administrative secretary

One employee from the business office

Random selections

Two persons

APPENDIX B

Interview Guide A

As part of our work at the University of Florida, we are making a study of leadership in this community college. To do this, some information is needed from a number of persons like you who are actively informed about the affairs of the college.

All information given will be kept completely confidential. Florida names will be used in our report and personal opinions will be revealed to no one else.

We need your frank opinions about college affairs and leadership. Your knowledge of the college will be of great help to us in our study.

---

What do you consider to be the most significant decisions (or issues, problems, or projects) which have confronted the college during the past three years, or may have to be resolved in the next few months?

---

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It is believed that some persons are more influential than others in college-wide decisions. What persons do you consider as having the most influence on leadership on decisions as you have mentioned regardless of whether

you agree with them? Your comments are welcomed concerning each one named.

Name	Comment
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

What groups do you consider to be important in influencing action taken on decisions of the college? Who are the members of these groups?

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APPENDIX C

Interview Guide A

As part of our field work at the University of Florida we are making a study of leadership in this community college. To do this, some information is needed from a number of persons like you who are actively involved and informed about the affairs of the college.

You have been identified in previous interviews as a leader in the college, and as one who can help us in our study here. We need your frank opinions about college affairs and leadership. Your knowledge of the college will be of great help to us in our study.

All information given will be kept completely confidential. Pseudo names will be used in our report and personal opinions will be revealed to no one else.

Your cooperation will be sincerely appreciated.

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Personal Data

Age:	Total years in education (teaching, counseling, administration)
21 - 30	0 - 1
31 - 40	2 - 3
41 - 50	4 - 5
51 - 60	7 - 10
61 - 70	11 or more

Sex:	Marital status:		Number of children
Male	Single	Married	0-1-2-3-4
Female	Other		as above

Highest degree held:	Memberships in Professional Organizations:
Bachelor	_____
Bachelor plus	_____
Master	_____
Master plus	_____
Specialist	_____
Doctorate	_____

Major areas: \_\_\_\_\_

Years in this college:	Responsibilities
1 - 1	Provides _____
2 - 3	_____ How long? _____
4 - 6	_____
7 - 10	_____ How long? _____
11 or more	

Memberships on college committees for the years 1960 - 1972:

	60-70	71-72	73-74
Academic Committee			
Faculty Professional Learning Committee			
Graduate Committee			
Research Committee			
Student Services Committee			
Other Professional committees			
All non-academic (specialty) committees			

Have you given special attention to any committee other than those of which you are a member or have been a member during the past three years? (Examples: serving as expert or assisting in collection of data.) List activity and year.

Activity	Year
_____	_____
_____	_____
_____	_____
_____	_____

To which of the following types of college district organizations do you belong?

Business	Professional
Civic	Religious
Commercial	Social
Political	Other

Are you an officer, director, board member of other type of leader in any of these organizations?

#### Extent of Influence of Leaders

In every organization, some people exercise greater influence on the outcome of decisions than do others. For purposes of this study, your assessment of the effectiveness of the leaders as influencers is needed. To assist you, a list of persons believed to be leaders in the college

The names supplied from previous interviews, will go directly on List below and into each person's section in the book along the top. You may think of someone else whose name should be added. If so, feel free to place any additional names on the fringe of the list.

	Intentionally strong college-wide influence	Strong college-wide influence	Strong special area influence in dept. divisions, academic areas and some college-wide influence	Good special area influence but little college-wide influence	Little special area or college-wide influence
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					

The following questions refer to the List of Leaders.

1. Think of the above persons do you feel you could count on most for support if you are interested in getting across a college-wide project?
2. Of the persons listed above which would be most likely to cause you the most trouble in getting across a college-wide project?

2. From the list above, \_\_\_\_\_ persons have influence with college district leaders or state leaders through whom they can get things done for the college?
4. Keep the persons nominated as leaders above which ones have a reputation for having influence with agencies within the college district or the state through whom they can get things done for the college?
5. Which of these persons do you consider as close friends?

### Selection

#### High School Vocational Decisions

1. What person or persons initiated action on this decision?
2. What person or persons opposed them?
3. What was your position on this matter?
4. How did you support your position?
5. With which leaders did you work closely on this decision?

#### Selection of Deans

1. What person or persons took leadership in the selection of these persons?
2. What person or persons have opposed them?
3. What was/is your position in regard to their selection?
4. How did/do you support that position?

2. What other groups did you work closely with in decision-making?

Events/Event Decision

1. What person or persons initiated action on this proposal?
2. What person or persons opposed this?
3. Were there any conflicting beliefs or philosophies involved in this decision? If so, please describe them.
4. What was your position on this decision?
5. How did you support your position?
6. With which persons did you work closely?

Additional questions about decision-making

1. Of all the decisions, projects, or problems with which you have been concerned here at the college, which one did you work the hardest to support or oppose?
2. Please give us a detailed account of how you provided leadership for this decision. Whom did you first contact and with whom did you work closely on the decision?
3. Generally speaking, what has been the role or function of the college board of trustees in some of the decisions?
4. How much influence does the board have on such decisions as to have discussed?

3. Much of the comment in the past has been critical of the influence on college affairs. Why do you believe that he is so influential?
4. Please give a typical example of how the president works with faculty in educational decisions.

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Cale Howard Nelson was born June 21, 1941, at Arcadia, Florida. He attended the public schools there and was graduated from Sevier County High School in June, 1959. In June, 1961, he was graduated with the Bachelor of Arts Degree magna cum laude with a major in Religion and a minor in educational psychology from Tennessee College, Nashville, Tennessee. From August, 1961, through June, 1967, he served as a teacher in Palm View Elementary School in Palmetto, Florida. In August, 1967, he joined the faculty of Bayshore Junior High School in Bradenton, Florida, where he taught English for two years. After that, he entered the University of Florida as an NDEA Fellow and received the Master of Education degree, with a major in educational administration, in March, 1970. Since that date until the present time he has pursued his work toward the Doctor of Education degree, in the Department of Educational Administration at the University of Florida, specializing in higher education administration. During his graduate study he served for one year as intern and part-time consultant for Santa Fe Junior College, Gainesville, Florida.

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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

  
Ralph E. Kibben, Chairman  
Professor of Education

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Martin F. Kopp  
Associate Professor of Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

  
John L. Matlock  
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THIS dissertation was submitted to the Dean of the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Education.

August, 1932

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